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THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume IX

OCTOBER, 1934

Number 2

ASSOCIATION NOTES AND EDITORIAL COMMENTS

WE PRINT in this issue of the QUARTERLY a stenotype report of the Conference of High School Principals. Although an editorial relating to this Conference has been prepared by Principal O. O. Young and appears on a following page, the Editor cannot forbear adding a word or two to the discussion. Surely this report should be read by all principals. In it will be found expressed views pro and con upon several vexatious questions. In it also will be found certain interpretations of standards that will be of great significance and importance to school people. These interpretations, moreover, were made by men in authority in the Association and therefore are official. Among the topics discussed at the Conference are the following: Scheduling School Contests on Nights other than Friday and Saturday; Unit Courses; Credit for Unprepared Class Work; Music Contests; The Length of the School Year; The Teaching Load; The Master's Degree for all Principals and Superintendents; The Question of Fees; and the Enforcement of So-called North Central Association "Recommendations."

As Mr. Young says, the Principals' Conference offers large opportunities for school administrators not only to get behind the scenes of the Association's

stage and actually to observe the workings of the machinery but furnishes also ways and means for these individuals to participate actively in shaping policies and procedures for the Association. May next year's Conference be even more largely attended than was this year's.

THE REVISED STANDARDS

The Committee on the Revision of Standards for Institutions of Higher Learning has completed its task. Furthermore it has done so one full year earlier than it originally expected to do it. The full report of this Committee is printed in this issue of the QUARTERLY as a unified document. It makes interesting and inspiring reading. The Association is surely entering upon a new era in its work and influence. Old activities and procedures are giving way and new ones are being adopted. And these changes are nowhere being seen more clearly than in the newly accepted plans and policies of the Higher Commission in respect to the method of approving or accrediting colleges and universities.

But the Secondary Commission is following suit. It too has an important committee at work seeking to revise the standards for accrediting secondary

schools. This committee will, it is expected, make a lengthy report respecting its deliberations shortly. When therefore the entire new set of machinery for the accrediting of schools and colleges is finally set in operation, the Association will truly have passed into a different stage of its institutional history.

EDWIN L. MILLER

Death has claimed another of the Association's long-time active leaders. Edwin L. Miller, Assistant Superintendent of the Schools of Detroit, passed away in that city on August 21 last. His trouble was heart disease.

Mr. Miller had been connected with the North Central Association for more than twenty-five years. Part of this time he was a member of the Commission on Secondary Schools but during the last ten years his interests centered in curriculum reforms. In consequence he was during that time actively engaged in the work of the Commission on Unit Courses and Curricula. In particular he directed many of the Commission's studies relating to the subject of English and as a Committee chairman wrote several of the reports which from time to time in the past have been published by the Association. In 1924-25 Mr. Miller was President of the Association.

Slow in speech and in movement, Mr. Miller was nevertheless a clear thinker and able counsellor. Especially was he known for his subtle humor and drawling wit. Nor were his ideas limited in expression to the forms of the English language. Mr. Miller was a profound classical scholar before anything else and frequently enriched his conversational remarks with apt quotations from Greek and Latin authors or else with phrases and words extemporaneously fashioned.

Mr. Miller has been absent from the Annual Meetings of the Association

scarcely once in the last quarter of a century. His presence will now be greatly missed by his former colleagues.

Mr. Miller was sixty-six years of age.

UNDELIVERED QUARTERLIES

Several complaints have lately reached the office that the *QUARTERLY* is not being received. Ordinarily there is no excuse for errors or delays in this matter. The *QUARTERLY* is supposed to be in the mails on the first day of July, October, January, and April. It should reach every member within one week thereafter. If it does not do so the Editor would appreciate immediate notice of the fact. To be sure the recent July issue, due to conditions that could not be controlled, was ten days late in coming from the press. This, however, is an exceptional case.

NORTH CENTRAL ASSOCIATION BEGINNINGS

Those who are at all conversant with the organization and work of the North Central Association know that the Michigan Schoolmasters' Club was directly responsible for the society's establishment. However, few probably know the more intimate details relating to the event. The following paragraphs seek to set forth some of these facts. They are based on a recent personal interview of the Editor with the author of the proposal to found a North Central Association—Professor Emeritus W. H. Butts, of Ann Arbor, Michigan.

Let us go back a few years and get an historical prospective.

Professor W. H. Butts was a New York boy. He prepared for college in the Fredonia State Normal School, entered the University of Michigan in 1875, and took his A.B. and A.M. degrees from that institution in 1878 and 1879 respectively. After graduation he was a classroom teacher for a few years and then became Principal of the Michigan Military Acad-

emy at Orchard Lake, Michigan. This school was a high grade private institution and, because of this fact, Principal Butts was early brought into association with the headmasters of like institutions throughout the United States. In particular he came to know well many of the leaders of the private secondary schools in the east. It happened, too, that at this time the New England Association of Colleges and Secondary Schools was formed. This had been done, so Dr. Butts understood, largely because of the active efforts of the headmasters of a number of the leading private schools in that part of the country.

The idea of an association of the two types of institutions — secondary and higher — made an immediate theoretic appeal to Dr. Butts. He thereupon decided to go to New England, visit a number of the schools and colleges located in that part of the country, interview a number of the leaders in education, acquire first hand knowledge about the internal workings of the new association, and, if his investigations seemed to warrant the effort, to propose the formation of a like association for the North Central territory.

As Dr. Butts tells the story, he found all of the headmasters whom he consulted exceedingly enthusiastic over the new alliance. He likewise found President Eliot of Harvard very appreciative of the arrangement that had been worked out in New England. Indeed, most of the presidents of all the leading eastern universities endorsed the work very highly.

Dr. Butts was convinced. Returning to Michigan after this visit, he immediately approached President Angell of the University of Michigan. At first, says Dr. Butts, President Angell was very lukewarm about the matter. Indeed he was almost entirely opposed to any such plan as Dr. Butts outlined. "Throwing his hands over his head," says Dr. Butts,

"he remarked, 'We have too many associations as it is; we do not need another.'" Nevertheless Dr. Butts continued to unfold the impressions he had gained in the east, and in particular to stress the attitudes of President Eliot and the presidents of the other eastern universities. Before the interview with President Angell was finished the latter had receded a bit from his opposition and had been partially won to the undertaking. He, however, advised Dr. Butts to make further inquiry from the presidents of some of the other mid-western universities and to report to him later the results of such a canvass. Dr. Butts did this and he wrote to the presidents of the University of Chicago, Northwestern University, University of Wisconsin, University of Missouri, University of Indiana, and the University of Illinois. He also later paid a personal visit to some of these men and presented the idea orally to them. Shortly thereafter he received endorsements from nearly all of these individuals. Thereupon he reported a second time to President Angell, and after laying the facts before him, received his full endorsement of the scheme being considered.

It happened that the Michigan Schoolmasters' Club, an old organization of college and secondary school people in Michigan, was holding its annual meeting for the year in Ypsilanti, Michigan. Dr. Butts was a member of this organization. Therefore he at once appeared before this body and laid before it his proposal. This was in December, 1894. After discussion a resolution was enthusiastically passed, urging the formation of a society such as Dr. Butts was advocating. The name tentatively selected for the organization was the North Central Association of Colleges and Secondary Schools. Letters were sent out over the signature of President Angell inviting a number of individuals of the North

Central territory to meet at Evanston, Illinois, the following spring. Here the arrangements for the complete organization of the North Central Association were worked out.

The first meeting of the new organization was held on March 29, 1895. Twenty-two college and university presidents, ten high school principals, three superintendents and one college professor made up the first group of association members. From the outset, however, enthusiasm respecting the possibilities for the new organization spread rapidly. Although, as stated, President Angell was, at first, not very favorable to the new association (being by nature always somewhat conservative and diplomatic), he soon became one of its staunchest champions. On the other hand, President Harper of the University of Chicago endorsed the undertaking from the very outset. As Dr. Butts reports the interview with him, he says that he had not gotten half through the arguments supporting the undertaking when President Harper, in his characteristic manner, jumped from his chair and exclaimed, "Splendid, splendid, just what we need. We will soon outrank the New England Association." President Adams of Wisconsin, President Rogers of Northwestern, and President Jesse of Missouri were also very enthusiastic about the plans from its first beginnings. Indeed all of these men later became active leaders in the organization and each served as an honored president of the society. Thus the association had its beginnings.

CONFERENCE OF HIGH SCHOOL PRINCIPALS¹

To those of us who remember "away back when," there are pleasant memories of the informal dinner held each year by the members of what was then called

The Board of Inspectors. The fellowship and discussion led by such men as Hollister, Whitney, Aiton, Pearson, and others made each dinner a memorable occasion for those who gathered about the one big table in the Tip Top Inn. The custom has been continued under the new organization, and each year an increasing number of school men, not members of the Commission on Secondary Schools, have been made welcome. This increase in number has been accomplished apparently without diminishing the delightfulness and worth-whileness of the occasion. In fact, this year it seemed to the writer to have assumed a new and greater importance.

There have always been some attending the North Central Meeting who have seemed a bit mystified by the proceedings and who have not felt closely identified with them. This is to a degree unavoidable, since the character and magnitude of the Association's activities requires continuous and detailed work on the part of committees and commissions throughout the year. During the few days of the annual meeting, an immense amount of previous work must be organized and summarized quickly and effectively. There is little time for explanations or argument. It is not surprising, therefore, if a few of this group, not fully understanding the function and the enormous task the North Central Association has undertaken to fulfill and accomplish, should assume that the Commission, at times, was somewhat arbitrary and unresponsive to the ideas of the men actually in charge of high schools.

Those in charge of the Commission this year did much to eliminate this feeling. Ample opportunity was afforded every one to present any matter for interpretation or consideration by the Commission. A well worked out list of suggested topics was furnished as a basis for the discussion. The problem of regula-

¹This editorial was prepared by Principal O. O. Young, Galesburg, Illinois.—THE EDITOR.

tion of interscholastic contests other than athletic, the attitude of the Association toward athletic contests conducted on nights preceding school days, the attitude toward accrediting schools unable at present financially to meet various standards, and the significance of recommendations as distinguished from standards, were the topics receiving most attention.

Dr. W. C. Reavis was an exceptionally efficient Chairman. He kept the discussion moving and maintained it on a high plane throughout. Dr. George E. Carrothers and Dr. H. G. Hotz, Chairman and Secretary of the Commission, respectively, deserve special mention for their part in the evening's program. They made it very apparent to all that the Commission was aware of, and sympathetic with, the problems of the local school administrator. It would be impossible to mention all who participated, but

one cannot forbear to note the presence and participation of those two veterans, J. D. Elliff and A. A. Reed, whose genial personalities and rational thinking have been helpful to the Association on so many occasions.

All in all, it was a delightful evening of good fellowship and stimulating exchange of ideas for each and every one of the large group that filled the Piccadilly, if one can judge correctly from the interest shown during the meeting and the words of approval at its close. It is to be hoped a place will always be found on the North Central Association program for a similar meeting, and that the same informal and courteous frankness will continue to be its outstanding characteristic. On such a basis it will mean an ever increasing mutual understanding and cooperation between the Commission on Secondary Schools and the high school principals.

COMMITTEES OF THE ASSOCIATION

1934-1935

A. COMMITTEE OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

1. COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

B. L. Stradley, Ohio State University, Columbus, Ohio
Irving Maurer, Beloit College, Beloit, Wisconsin
Chas. E. Friley, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa
J. D. Hill, State Teachers College, Superior, Wisconsin

2. COMMITTEE ON REGIONAL CONFERENCES ON THE RESULTS OF THE NATIONAL SURVEY OF SECONDARY EDUCATION (Joint Committee with the Commission on Secondary Schools)

W. W. Haggard, Superintendent, Joliet, Illinois
E. A. Spaulding, Emerson High School, Gary, Indiana
Donald M. Love, Oberlin College, Oberlin, Ohio

3. COMMITTEE ON REVISION OF STANDARDS

L. D. Coffman, University of Minnesota, Minneapolis, Minnesota
S. P. Capen, University of Buffalo, Buffalo, New York
W. W. Charters, Ohio State University, Columbus, Ohio
Donald J. Cowling, Carleton College, Northfield, Minnesota
A. C. Fox, John Carroll University, Cleveland, Ohio
H. M. Gage, Coe College, Cedar Rapids, Iowa (*ex officio*)
Charles H. Judd, The University of Chicago, Chicago, Illinois
O. R. Latham, Iowa State Teachers College, Cedar Falls, Iowa
W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
P. C. Packer, State University of Iowa, Iowa City, Iowa
Ellis B. Stouffer, University of Kansas, Lawrence, Kansas
E. H. Wilkins, Oberlin College, Oberlin, Ohio
James M. Wood, Stephens College, Columbia, Missouri
George F. Zook, Director, American Council on Education, 744 Jackson Place, Wash-
ington, D.C.

a) *Executive Committee*

L. D. Coffman, University of Minnesota, Minneapolis, Minnesota
H. M. Gage, Coe College, Cedar Rapids, Iowa
Charles H. Judd, The University of Chicago, Chicago, Illinois
W. W. Charters, Ohio State University, Columbus, Ohio
George F. Zook, Director, American Council on Education, 744 Jackson Place, Wash-
ington, D.C.

b) *Committee in Charge of the Study*

George F. Zook, Director, American Council on Education, Washington, D.C.
Floyd W. Reeves,¹ Director of Personnel, Tennessee Valley Authority, Nashville,
Tennessee
M. E. Haggerty, University of Minnesota, Minneapolis, Minnesota

4. COMMITTEE ON THE UNIVERSITY OF CHICAGO EXPERIMENT (Joint Committee with the Commission on Secondary Schools)

Thomas E. Benner, University of Illinois, Urbana, Illinois
J. W. Studebaker, United States Commissioner of Education, Washington, D.C.
A. E. MacQuarrie, Washburn High School, Minneapolis, Minnesota

¹ Since June, 1933, the portion of the study conducted by Dr. Reeves has been carried on by John Dale Russell of The University of Chicago under plans originally drawn up by Dr. Reeves.

5. COMMITTEE ON THE COLORADO STATE TEACHERS COLLEGE EXPERIMENT (Joint Committee with the Commission on Secondary Schools)

C. R. Maxwell, University of Wyoming, Laramie, Wyoming
H. H. Mills, University of Colorado, Boulder, Colorado
F. P. O'Brien, University of Kansas, Lawrence, Kansas

6. COMMITTEE ON GARY, INDIANA, EXPERIMENT

Arthur J. Klein, Ohio State University, Columbus, Ohio
L. V. Koos, The University of Chicago, Chicago, Illinois
Thomas E. Benner, University of Illinois, Urbana, Illinois

7. COMMITTEE ON IOWA STATE TEACHERS COLLEGE EXPERIMENT

V. A. C. Henmon, University of Wisconsin, Madison, Wisconsin

8. COMMITTEE ON KANSAS CITY, MISSOURI, EXPERIMENT

Charles H. Judd, The University of Chicago, Chicago, Illinois
L. V. Koos, The University of Chicago, Chicago, Illinois
Thomas E. Benner, University of Illinois, Urbana, Illinois

9. COMMITTEE ON THE LITTLE ROCK JUNIOR COLLEGE EXPERIMENT (Joint Committee with the Commission on Secondary Schools)

H. G. Hotz, University of Arkansas, Fayetteville, Arkansas
Albert Cook, Fort Smith Junior High School, Fort Smith, Arkansas

10. COMMITTEE ON TULSA, OKLAHOMA, EXPERIMENT (Joint Committee with the Commission on Secondary Schools)

J. D. Elliff, University of Missouri, Columbia, Missouri
H. G. Lull, Kansas State Teachers College of Emporia, Emporia, Kansas
H. E. Chandler, University of Kansas, Lawrence, Kansas

11. COMMITTEE ON THE JUNIOR COLLEGES OPERATED BY THE CITY OF CHICAGO

Geo. A. Works, The University of Chicago, Chicago, Illinois
Thomas E. Benner, University of Illinois, Urbana, Illinois
Ernest O. Melby, Northwestern University, Evanston, Illinois

12. REPRESENTATIVES OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION APPOINTED TO COMMITTEES OF THE COMMISSION ON UNIT COURSES AND CURRICULA

- a) *Committee on Patterns of Academic Training for High School Teaching*
Oliver O. Young, Superintendent of Schools, Galesburg, Illinois
- b) *Committee on Studies in Certain Curriculum Fields—Mathematics*
(University of Nebraska)
J. G. Masters, Central High School, Omaha, Nebraska

13. BOARD OF REVIEW

H. M. Gage, Coe College, Cedar Rapids, Iowa
Alfred H. Upham, Miami University, Oxford, Ohio
Geo. A. Works, The University of Chicago, Chicago, Illinois
George Buck, Shortridge High School, Indianapolis, Indiana
Wm. F. Cunningham, C.S.C., University of Notre Dame, Notre Dame, Indiana
W. P. Morgan, Western Illinois State Teachers College, Macomb, Illinois
Henry M. Wriston, Lawrence College, Appleton, Wisconsin

B. COMMITTEES OF THE COMMISSION ON SECONDARY SCHOOLS

I. STANDING COMMITTEES

1. *Committee on Blanks*: R. W. Kraushaar, Chairman, South Dakota (1935); H. G. Hotz, Secretary, Arkansas (1936); W. E. McVey, Illinois (1937); J. W. Diefendorf, New Mexico (1935)
2. *Committee on Standards*: L. N. McWhorter, Chairman, Minnesota (1937); C. C. Schmidt, North Dakota (1935); H. G. Hotz, Arkansas (1936); A. W. Clevenger, Illinois (1935); E. E. Morley, Ohio (1935); H. E. Flynn, Minnesota (1936); J. T. Giles, Wisconsin (1937)
3. *Committee on Experimentation and Special Studies*: C. R. Maxwell, Chairman, Wyoming (1937); M. R. Owens, Arkansas (1936); A. A. Reed, Nebraska (1937); C. W. Boardman, Minnesota (1935); G. W. Rosenlef, Nebraska (1935)
4. *Committee on Library*: E. L. Miller, Chairman, Michigan B. Lamar Johnson, Missouri; Douglas Waples, Illinois
5. *Committee on Regional Conferences on the Results of the National Survey of Secondary Education*: W. W. Haggard, Chairman, Illinois; Donald M. Love, Ohio; E. A. Spaulding, Indiana
6. *Special Committee on Study of Standards*: George W. Carrothers, Chairman, Michigan; Carl C. F. Franzen, Indiana; J. T. Giles, Wisconsin; M. R. Owens, Arkansas; A. A. Reed, Nebraska

II. JOINT COMMITTEES (Members representing the Commission on Secondary Schools)

1. *Committee on College Entrance Blanks*: Carl G. F. Franzen, Chairman, Indiana; G. J. Balzer, Wisconsin
2. *Committees on Educational Experiments*:
 - a. Tulsa, Oklahoma—H. E. Chandler, University of Kansas
 - b. University of Chicago—A. B. MacQuarrie, Washburn High School, Minneapolis
 - c. College High School, Colorado State Teachers College, Greeley—C. R. Maxwell, University of Wyoming; H. H. Mills, University of Colorado
 - d. Little Rock Junior College—Elmer Cook, Fort Smith Junior College, Arkansas
 - e. University of Nebraska Experiment in General Mathematics—H. W. Frankenfeld, University of South Dakota
 - f. Phoenix Union High School, Arizona, Experiment in English—Member not yet appointed
3. *Committee on Special vs. General Training in Subject Fields for High School Teachers*—M. H. Willing, University of Wisconsin.

C. COMMITTEES OF THE COMMISSION ON UNIT COURSES AND CURRICULA

I. STEERING COMMITTEE

- Thomas M. Deam, Joliet, Illinois
- L. W. Webb, Northwestern University
- G. W. Willett, La Grange, Illinois
- H. H. Ryan, Madison, Wisconsin
- F. E. Henzlik, University of Nebraska
- J. E. Foster, Ames, Iowa
- Will French, Tulsa, Oklahoma

2. COMMITTEE ON STATUS AND TRENDS OF CURRICULA

- G. W. Willett, High School, La Grange, Illinois, *Chairman*
- A. L. Spohn, High School, Hammond, Indiana
- J. A. Clement, University of Illinois
- B. J. Rivett, Northwestern High School, Detroit

3. COMMITTEE ON EXPERIMENTAL COLLEGE ENTRANCE REQUIREMENTS

H. H. Ryan, High School, Madison, Wisconsin, *Chairman*
 M. P. Gaffney, New Trier Township High School, Winnetka, Illinois
 J. E. Stonecipher, Roosevelt High School, Des Moines, Iowa
 R. B. Patin, Shaker Heights High School, Shaker Heights, Ohio
 William Aikin, John Burroughs High School, Clayton, Missouri
 Raymond W. Osborne, Francis Parker High School, Chicago, Illinois

4. COMMITTEE ON PATTERNS OF ACADEMIC TRAINING FOR HIGH SCHOOL
TEACHING—JOINT COMMITTEE

F. E. Henzlik, University of Nebraska, *Chairman*
 Harl R. Douglass, University of Minnesota
 Thomas E. Benner, University of Illinois
 DeWitt Morgan, Arsenal Technical High School, Indianapolis, Indiana
 H. H. Hagen, Crane High School, Chicago
 O. O. Young, Galesburg, Illinois (Representing Commission on Institutions of
 Higher Education)
 M. H. Willing, University of Wisconsin (Representing Commission on Secondary
 Education)

5. COMMITTEE ON STUDIES IN CERTAIN CURRICULUM FIELDS

J. E. Foster, Iowa State College, *Chairman*

a) *Special Study, Mathematics*, University of Michigan Experiment

Prof. Raleigh Schorling, University of Michigan

b) *Special Study, Mathematics*, University of Nebraska Experiment

F. E. Henzlik, University of Nebraska

J. G. Masters, Central High School, Omaha (Representing Commission on Institutions
 of Higher Education)

c) *Special Study, Art*, W. G. Whitford, University of Chicago

6. COMMITTEE ON FUNCTIONAL UNITS

Will French, Tulsa Public Schools, *Chairman*

L. W. Webb, Northwestern University

Rudolph D. Lindquist, Ohio State University

C. L. Cushman, Denver Public Schools

DIFFERENTIATION OF FUNCTION¹

HENRY M. WRISTON

President of Lawrence College, Appleton, Wisconsin

THE mission of such an organization as this changes with changing times; issues are met and resolved; new problems arise which must be faced. As the years go on, there is a steady development in methods and devices corresponding with these changes in emphasis. The public is not at all conscious of this change, and we, ourselves, only inadequately. Now and then a crisis is sufficiently sharp so that the membership, at least, is aware of the altered emphasis.

Beneath all this change there is a fundamental continuity. There is one underlying explanation of the existence of the North Central Association and of other like organizations in various parts of the country. That basic reason is to be found in the need for at least a minimum of central authority in educational matters. Since no central political authority deals broadly and vigorously with the problem, voluntary organizations developed. By reason of the overwhelming participation of schools in their membership and management, they have become effective, though extra-legal, agencies, if not of direction at least of influence.

It is a fundamental American political tradition that education is locally controlled, and in a very significant amount and degree, privately controlled. Decentralization has been carried almost to its logical conclusion. We have the somewhat amazing result that the non-professional members of boards of educa-

tion, regents, and trustees almost equal in number the total body of teachers in our schools.

Save for a small body of statute law which has either no effect upon, or only an insignificant relationship to many schools, the federal government has undertaken no function of direction whatever and has not devoted itself even to pattern-making. For the most part it has confined its activities to the collection of information of value to those in charge of the schools. That service is one of great importance, but it did not meet the specific need which we are considering.

The states do not deal uniformly with education. Many of them, indeed, exercise only the slenderest control. Besides public elementary and secondary schools, there are several forms of parochial, and many forms of private schools. In the field of higher education some states make thoroughgoing provision for many sorts of higher education. Others make relatively little. In no instance does the state exercise the function of higher education exclusively. In many states the charter privileges are so broad that nearly any kind of institution may be established and operated by its own trustees and may be governed with only the sketchiest, or even with no, public supervision. No state in the union yet has a coordinated plan for its schools or any uniform system of supervision. There are, therefore, great gaps on the one hand and much duplication on the other.

Even if some state were to adopt a well-considered program designed to

¹ This is the presidential address delivered before the Banquet Session of the annual meeting of the Association in Chicago, Friday evening, April 20, 1934—THE EDITOR.

knit together the total educational scheme extending from kindergarten through the university, including both publicly supported and privately supported schools at the several levels, the central problem which calls forth this organization would still be far from solution, for the educational experience of American youth very frequently transcends state boundaries. The extraordinary mobility of population makes it almost fair to say that state lines are of minor importance in education. Without laboring the point, this much will be conceded,—that people move from state to state in numbers so large that they must be taken into account and students move from school to school across state boundaries with even greater facility.

Indeed, this is something that in our saner moments we seek to encourage. The enormous size of the United States makes sectionalism its greatest enemy, and at the same time an almost inevitable phenomenon. That lesson should have been taught us once and for all by the Civil War. All the forces of transportation, communication, and education must be constantly and effectively employed to overcome the centrifugal forces of geography.

If the forces of education are to be mobilized, it must be upon some basis, therefore, which transcends state lines, and, lacking direction from the federal government, it must be upon some voluntary basis. As a consequence, there is an amazing number of national organizations like the National Education Association with all of its divisions and its ramifications, the Association of American Colleges, the Association of American Universities, the American Association of Teachers Colleges, the National Society for the Study of Education, the American Association of University Women, and I do not know how many more. Most of these organ-

izations exist to facilitate the exchange of ideas, for purposes of co-operative research and the like. Very few of them are operative organizations, and most of them deal with only a limited phase of education. They do not knit together the several units which are structurally related.

It is well understood that the weakest link in the American educational chain has been that between the secondary school and the colleges. It was natural enough, therefore, that the great operative organizations should have been built as associations of colleges and secondary schools in an attempt to coordinate those two intimately related phases of educational effort.

When the North Central Association was established two great issues were crying for solution. The first of these was the quality of college work. The freedom given to the organization of schools was abused; diploma mills abounded. Neither student nor adviser could determine which institution was worthy and which unworthy. That problem is not yet conquered, but it is so nearly solved that we are not adequately conscious of its former size and importance. Therefore, we are more aware of the mistakes and iniquities in the administration of the standards of this body than of its service. If one will make the effort to bring the picture into perspective, he will instantly be convinced that whatever its shortcomings, and they have been many, this organization performed a service which was vital to higher education.

The second great issue arose out of the development of the high school. In these days we are likely to forget that the colleges used to have much more secondary school work in them than they do at present, and that the high school was founded as the people's college. In a sense it was a rival to college. There

ensued the amazing development in size, scope, and energy on the part of the high schools. Yet it was essential that, however much struggle it might involve, high schools and colleges should really work together. This problem is with us still, but we have come far, if not to its ultimate solution, at least toward a working arrangement. Because the goal has not been attained, we are apt to discount the importance of the achievements of the years.

While these two issues have been put in train to solution, a new problem has been rising and becoming more and more significant—the problem of differentiation of function among institutions of higher education.

Three familiar major factors adequately account for the existence of many different varieties of higher education. The enormous development of knowledge has made the problem of its dissemination one which may well be parcelled out to special faculties. The astonishing range of individual differences in taste, aptitude and capacity suggests that many kinds of institutions with different methods and a variety of materials should be provided. Finally the needs of a society getting even more complex, if not unwieldy, must be met in a larger and larger variety of ways. Under the impulse of these three forces one might expect differentiation of function to be much more manifest than presently it is.

One of the inhibiting forces grows out of false inferences from the democratic postulate. Nowhere else has the theory of democracy found so much practical application as in education. The great achievement of the last generation has been the attainment of something approximating genuine democracy of opportunity for high school education. That has been reflected in mounting costs which have frightened taxpayers

and have given the political enemies of the schools a lever which they are now using.

Naturally enough the broadening of opportunity for secondary education stimulated a wider demand for higher education. Again the democratic theory came into operation. The feeling has been growing, and despite any momentary present setback, will continue to grow, that higher education should be available upon a genuinely democratic basis. This involves further costs. Either the local community must seek to supply the many kinds of higher education which differentiation involves, or the students must pay tuitions and subsistence costs away from home.

Local communities, with pardonable interest, dislike to see tuitions paid elsewhere, and regret the loss of student business to competing cities. Colleges are, not infrequently, one of the most important local industries, and chambers of commerce upon critical occasions take a lively interest in them. Consequently there have been strenuous efforts to keep students resident in the community at home, and to attract students from other centers of population.

This democratic urge and the pressure of local interest partly account for the tremendous growth in members and in the size of junior colleges. At the same time local interest has helped create a curricular problem which neither the junior colleges or four year institutions have yet successfully solved. In the effort to furnish the widest variety of services to the local population many institutions have split, educationally, upon the rock of indeterminate function.

Furthermore, the tendency to vagueness or confusion of educational objectives has been intensified by the effort to draw students into the institution from some distance. For an institution

attempting to do many different things size of student body has an intrinsic significance. It furnishes students for the various courses of study in economically manageable groups. Fees also enter into the matter. Income from endowments has been shrinking; and income from public appropriations has also been shrinking. Consequently, the income from students has become, almost everywhere, a matter of deep moment. It is not to be wondered at, under those circumstances if many institutions have "enriched" their program with gingerbread offerings likely to tempt the undecided. Recently I read a report of a faculty committee in justification of a degree offered by a college in this area. It defended it on the basis of what other colleges were doing and because to omit the degree would reduce student enrollment and affect alumni loyalty adversely. Conspicuously absent was any discussion of the equipment available for the work and of the academic validity of the program itself.

The use of examples is dangerous, but I venture to suggest that a candid study of what is offered in colleges in the North Central area under the general title of business administration would cause one to shudder. Or take physical education as an illustration. A recent study showed that fifty-one out of fifty-nine publicly controlled institutions trained teachers of physical education, that fifty-seven out of one hundred and one privately controlled institutions, most of which were liberal arts colleges, also trained teachers in the same field. Finally, twenty-nine out of thirty-four teachers colleges trained instructors in physical education. Thus out of the two hundred institutions involved in the study, one hundred and thirty-seven professed to prepare students to teach physical education. The amount and quality of work in the field varied among

those institutions from the merest sham to thoroughgoing training, much of it at the graduate level.

Not all the want of coherence arises from such obvious spreading of bait to catch students. Vagueness has not infrequently grown out of the natural and proper but undisciplined enthusiasm of faculties. Their own interests often suggested branching into new fields, first tentatively, then more broadly. All too often these excursions were uncoordinated, or coordinated, only by the ancient process of academic logrolling—a method which does violence to the word coordination, and results in confusion of aims.

In consequence of these deflecting forces, institutions of higher education have often attempted programs which were essentially incoherent. Junior colleges have been at the same time terminal institutions, pre-professional, somewhat vocational, and partly the first two years of a liberal arts course. Colleges of the liberal arts have been devoted to general education, to teacher training, and have multiplied degrees in arts, in science, in music, in business administration, until some have as many undergraduate degrees as a university. Teachers colleges have not been content with one specific function but have broadened and diversified their programs in other fields.

Agencies like the North Central Association have contributed to this confusion by having standards of such character that inchoate and incoherent aims often did not adversely affect accreditation. Size, number of departments, endowment, library, faculty training—these might all meet fixed requirements without revealing the essentially inconsistent character of the program. For some years a separate list of teacher training institutions was maintained; but effectively it was abandoned some

time ago, though it has lingered, so to speak in the wings. Technical schools, teachers colleges, liberal arts colleges, music schools—in short any and every four-year institution is judged upon the same basis—and those are mainly concerned with the resources of the institutions rather than with its program.

In suggesting that the time has come to lay more emphasis upon differentiation of function, I am not opposing the trend toward democracy of opportunity in higher education. Let us accept that postulate and take it for granted during our discussion. Having done so three or four points are obvious. First, every school cannot perform every sort of function of higher education. The democratic ideal cannot be fulfilled upon any desirable or significant level without differentiation of function. Second, the program should be constructed to meet the need of a reasonable body of students. It should not be inflated with hollow ambitions upon the part of the teaching staff or decorated with enticing academic frostings. The character of the institution as a local industry should not dominate the academic program. Third, the widespread and disastrously wasteful duplication of facilities must be controlled in the interests of public solvency, without which democracy becomes impossible. Finally, it is perfectly clear that the cost of subsistence ought not to be the determining factor in the construction of a program. It is true that it may cost more to live away from home, but the savings in wasteful duplication, and the gains in academic integrity offset this loss.

The moment has come, therefore, to reverse the trend toward confusion of function. Instead of being all things to all students, let each college choose its function, state it with clarity, and pursue it with integrity. Fortunately, the new statement of policy, which is being

adopted as a substitute for the old body of standards, opens the way for this association to put its weight into the scales in favor of a clearer and more coherent definition and limitation of activities to those for which there are need, funds, equipment, personnel and program. All the weight and the prestige of this body will be needed to reverse the current which has been running more and more strongly in recent years. Because of local control, because of the all but total absence of central direction or even guidance, no avenue of reform is open save through the co-operative effort of such an agency as this. Even this organization cannot command; nor would I wish to have it able to do so. It may, however, exert a significant influence. The new statement of policy clears the way for just such a service.

Hereafter, as a result of actions taken at this meeting, "An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education." "Every institution that applies for accreditation will" be required to "offer a definition of its purposes". That statement of specific objectives becomes the point of reference by which its work is to be judged. The new policy of the Association takes explicit cognizance of the fact "that the purposes of higher education are varied, and that a particular institution may devote itself to a limited group of objectives and ignore others." Indeed, the only limitation upon differentiation of function is that all institutions of higher education must provide "minimal facilities for general education or require the completion of general education for admission."

That may fairly be called the central and controlling policy of the Commission on Institutions of Higher Education hereafter. No longer will all institutions be judged on the bases of their material

equipment and personnel. Indeed, it is explicitly stated that "the facilities and activities of an institution will be judged in terms of the purposes it seeks to serve," and the association seeks to preserve "desirable individual qualities." Standardization is no longer the watchword, differentiation is much more nearly the ideal.

This matter of the definition of function is not an invitation to vague and high sounding generalities. It may and should be done concretely. If one degree is to be given, the choice of that specific degree should be justified; the basis and the reason for the program should be made clear. If more than one degree is offered, then each should be justified upon the basis of need, resources, equipment, personnel, and program, the more explicit, the more precise and lucid the statement, the better. Where the program is limited, it is not an indication of weakness, but may, indeed, represent strength—strength of will, and clarity of reasoning.

Each institution becomes, in one sense, its own criterion. If it adopt a legitimate function, and if it discharge that function adequately, its accreditation is secure. Of course, it will not be likely to fulfil significant aims unless it have resources, equipment, and personnel of high quality and in adequate amounts. Manifestly, moreover, each institution may not hope to be the final judge of the validity of its program nor of the measure of materials and personnel necessary to its effective work. The Association will require more data for judgment rather than less. Institutions will be compared with each other rather than with some abstract and mathematical entity.

Under this program the function of the association becomes not less delicate and critical, but more so than before. If one measures things against a stand-

ard they may be declared too long or short. If, on the other hand, one seeks to give life to a policy, the factor of subjective judgment becomes much more important. That fact might better be faced at the outset. A moment ago, I said, "If it adopt a legitimate function". What is a legitimate function? There is no fixed and unalterable list of approved objectives; it is a matter of judgment. Again I said, "If it discharge that function adequately," Adequacy, again, is a matter of opinion. By very definition judgment and opinion are subjective matters; they are not capable of precise measurement. On the other hand judgment and opinion are not necessarily arbitrary in quality. Indeed, informed judgment and mature opinion responsibly exercised are the reverse of arbitrary. Nonetheless, we may as well resign ourselves to the fact that if there have been charges of prejudice, arbitrary action, and unfairness before, those charges will be redoubled in number, shrillness and vehemence. Those charged by their fellows with responsibility for these judgments must accept with what philosophy they can the slings and arrows of outraged college officers, and the rest of us must support them in their valuable but often thankless endeavors.

The problems of differentiation of function are difficult, but they are not by any means insoluble. Let me illustrate with one or two examples typical of the issues which must be faced.

One of the commonest of functions among colleges is the training of teachers. It has furnished the basis for a good deal of verbal acid throwing. Teachers colleges have been critical of liberal arts colleges for giving insufficient attention to technical training in education and to practice teaching. Liberal arts colleges, on the other hand, have been scornful of the teachers colleges for inadequate

preparation of their students in the subject matter to be taught. Part of the difficulty has been that there was some truth on each side, so that opportunity was offered for mutual recrimination. More of the difficulty, in my opinion, arose out of the failure to speak more precisely about teacher training. Few would insist that all teachers, for all subjects and all grades of school, should have the same sort of training. Yet that very confusion has contributed much of the sound and a good deal of the fury to this discussion.

Colleges of whatever sort which set out to train teachers should define their purposes more precisely. It seems obvious that a program designed to train teachers for elementary schools should have significant differences from one calculated to prepare teachers for high school work. The mere similarity of phrase, "training teachers", does not involve uniform problems, or methods, or emphases. In point of fact, preparation of teachers for these various levels of instruction should be sharply differentiated in temper, in content, and in method.

Institutions which seek to prepare teachers for the elementary schools will tell much of child psychology, and will deal with methods of presentation, and give much practice work. The reasons seem manifest. The materials of subject matter are relatively simple. The person approaching adulthood can master them with a reasonable effort. They are, moreover, subjects which have delightfully definite and authoritarian qualities. However Mr. Einstein may view the matter in his systems, for the first grade two and two still make four. With all the glossaries of permissible vulgarizations, English grammar and diction are still reasonably precise. Place names have changed with bewildering rapidity in the last twenty years, but the essence

of geography is still stable, and the significant items may still be identified. The vagaries of reform have left spelling manageably reliable. In short, the fields are reasonably well defined, knowledge may be both specific and accurate. The problem is not what is true, or what is probable only. Broadly speaking, the facts are clear and the truth is evident.

Preparation of teachers in this field, therefore, while it must not neglect subject matter, is concerned with how to motivate the child, how to present the matter most effectively, how to give the child speed and facility and a maximum of comprehension in reading. The basic problems are those relating not to the matter but to the child. That will naturally and inevitably be reflected in the program of the institution.

Colleges, however, which seek to prepare teachers in the secondary field face different problems. They will deal much more fully with subject matter and much less with the methods of its presentation. The materials of the subject matter are relatively complex. They require breadth and depth of understanding. Their teaching needs the perspective that comes from genuine familiarity and from maturity. For the most part they lack the precise and authoritarian quality of elementary subjects. In arithmetic two and two make four but in political science and social science no such precision is possible. One cannot be dogmatic with reference to truth, for the data of the social sciences are so numerous and so complex, they are so little subject to the laws familiar in natural science, that patterns of thought regarding them must inevitably be individual patterns. Those patterns belong in the realm of judgments, opinions, estimates of value which are always subjective, are never subject to proof and which must always be advanced tentatively.

Political thought, and all manner of social science, are different in nature from logical, mathematical, or philosophical thought. Political thought is psychological rather than logical. Whereas in the elementary field the facts are clear and the truth is evident, here the facts are disputed and truth is never provable. One may speak only of the weight of evidence. Even in the physical sciences the secondary school impinges at least, if it does not enter upon fields where hypothesis and theory must replace provable and definite assertions. Science teaching in high school, therefore, requires not only familiarity with the matter to be taught but requires depth—a background against which to set the material presented to the class. Four years at college is none too much to provide opportunity for the acquisition of this enormously difficult background, a background becoming ever more difficult and ever more complex, where opinion must be reshaped, where hypothesis must be redrawn, and where theory must be restated, constantly.

The problem of teaching with this kind of material is not the problem of indoctrination or habituation. Fundamentally it is a problem of stimulation. While the technique of teaching and practice are significant, relatively they do not occupy so dominant a position as in the elementary years.

The time has come, it seems to me, to restore a more adequate emphasis to subject matter by giving the colleges four years in which to develop an adequate background of knowledge not merely in the special field but in cognate and in complementary fields, to open the way not only for knowledge but for reflective synthesis, so that the knowledge becomes significant in terms of intellectual and ethical and social values.

As one reads articles upon "The Major Strategy of Guidance" (Ben D. Wood

and F. S. Beers) and upon modern educational trends in general, one sees that the drift is toward philosophical synthesis, toward requiring of the teacher something infinitely more than the students epitomize in their slang phrase, "He knows his stuff". Before the teacher can know anything it must be a structural part of a significant intellectual and emotional totality. Without that, exploratory courses will still be excursions into the darkness, and survey courses will still be rapid skating over thin ice.

Nonetheless, it is desirable to build more adequate curricula for teacher training at the secondary level. Therefore, it seems reasonably clear that the moment has come to add a fifth year for that purpose. It would have the advantage of giving a sounder education in the fields of learning and also sounder training in teaching method. It would weed out those who have no essential professional interest and who turn to teaching as a stop gap before facing the vocational issue, or who use it as a money-raising device before going forward with graduate or professional work, or who employ teaching as a waiting room to matrimony. It would give to teaching a sounder professional character,—in personnel, and in the matter and the manner of teaching. There is no question that, if this were done, there would still be plenty of teachers, and those who were ready to undertake the extra training would be better prepared for their duties and for their responsibilities.

Teacher training has been used as an illustration of the necessity for precision in stating educational objectives. One other illustration will suffice. What is the relationship between the liberal arts and the so-called vocational subjects such as business administration, journalism, home economics, and the like?

These subjects are usually recognized as vocational in character, but it is obvious that other older and more standard elements in the liberal arts curriculum are not infrequently taught in such a way that are essentially professional in temper and character.

Where they are professional they should be so labeled and not confused with the liberal arts curriculum. I am not in the least degree discounting their value or the validity of their inclusion in college curricula. That is quite beside the point. I am concerned only with the fact that there should be no confusion between professional objectives and the objectives of the liberal arts. Engineering colleges have long made the distinction clear; others should do likewise.

Colleges, therefore, which wish to be colleges of the liberal arts should accept the curricular implications of that purpose, and colleges which wish to train students vocationally or professionally should differentiate their objectives and their curricula from those which have the more philosophical and intangible purpose. Both objectives are legitimate, each is desirable and necessary. But they are two, not one; a mixture impairs if it does not destroy both.

We must come to significant differentiations of function. No one can be familiar with the profound character of the forces and ideas which are substituting a general statement of policy for precisely annotated standards without recognition that the change is revolutionary in character. Never again can this be called a standardizing agency so far as institutions of higher education are concerned. With far more precision it could be called a differentiating agency. If the emphasis has hitherto operated to inhibit individualistic development, the influence and power of this association here and now become dedicated to freedom,—freedom with

integrity—to individualism, an individuality that is coherent—to self-determination, but to self-determination which is meaningful in the structure of American education.

The liberal arts curriculum should be directed primarily to the personal development of the students while in college. The professional curriculum looks inevitably and inescapably to activity after the completion of training. Between those two points of view there is wide divergence. One looks essentially to a valid current experience, the other looks with almost equal emphasis to a future economic adjustment. The effort to make an emulsion between the two has not been successful. It is attempted under the dogma that subject matter as such is not inherently intellectual or even cultural. Therefore, it is argued, business administration may be as cultural as history. Whatever may be said for or against that general point of view in the abstract it befits the issue in most discussions.

As a vehicle of general education, as a basis for personal development, poetry will always be superior to advertising because poetry is an attempt to express with beauty and power some truth, some appreciation, some value or some ultimate verity, which might otherwise be overlooked or underestimated. It has no ulterior motive. It has no other purpose. Advertising, however chaste its English, however beautiful its art, however tasteful its arrangement, always and everywhere must, by its very definition, have that ulterior motive. That is not to say that advertising should not be taught. Far from it. I am pointing out that when we say it can be taught in such a way as to serve the purposes of general education we ruin it either as advertising or as a subject calculated exclusively to enrich personal experience.

THE PRINCIPALS' CONFERENCE¹

THE Conference of High School Principals with the Commission on Secondary Schools, held at The Piccadilly, Chicago, Illinois, on Thursday evening, April 19, 1934, was called to order at seven-fifteen o'clock by Mr. George E. Carrothers, Chairman of the Commission.

Mr. Carrothers: In behalf of the Secretary and other members of the Commission, I want to express my appreciation to the number who have shown an interest in coming out for this meeting. As Chairman or Presiding Officer for this evening, we prevailed upon Professor William C. Reavis, University of Chicago, to serve, so from now on this meeting is in his charge. Professor Reavis. [Professor Reavis assumed the chair.]

Chairman Reavis: Members of the Conference: When I was asked to preside at this gathering it was with the understanding that I was to serve in the capacity of a referee. I was tipped off to the fact that Dean Edmonson and a few of the war horses in this organization might get unruly, and I want to say to them right now that I am prepared for any emergencies of that kind that may arise.

It is very encouraging to the gentlemen who are sitting at this table, the officials of this conference, that so many of you have turned out tonight. I wish that years ago when I was a high school principal the same interest might have been manifested, or at least that we might have been invited at that time by the officers of the Association. I can remember the quinquennial report that Mr. Davis made in 1921 and how stimulating that proved to be to some of us who taught

high school administration in the colleges. But I think that nothing was ever made of that report such as might have been made of it. We had no opportunity like this to discuss the report. For instance, there were retrograde tendencies that the administration pointed out in the report but nothing was ever done by that committee or by the North Central Association. Yet, if opportunity had been given for the principals to raise questions with the officials of the Association, if there had been some recommendations as to actions that might have been taken on that report, I can see that results might have come from Dr. Davis' report that didn't come from it.

For instance, we might have had suggestions offered to boards of education as to the relationships which should exist between the boards and the principals of high schools, or between superintendents and principals of high schools, and on the basis of those recommendations such understandings might have prevailed among the membership schools of this Association as would have greatly benefited other persons out in the field. As it was expressed several times this afternoon, many members do not get the stimulation or the real benefit out of the North Central Association that might accrue to them.

This is a grand opportunity, to my way of thinking, for the principals of the secondary schools to make known their points of view to the officers of the Association, to get their reactions to certain questions, and certainly to have brought to fruition many suggestions of vital mutual concern to the members of the Association as well as to the Association itself.

We have been having the American

¹A stenotype report, somewhat edited. — THE EDITOR.

Medical Association meeting here in Chicago this week and last, and the meeting of the American Medical Association is the nearest approach, I think, to a meeting such as we have tonight; for the opportunity such as we have tonight is a clinic. Tonight we have here the doctors gathered around the table. I will not call them all by name. They are ready to answer the questions of you, their patients, if you will consider yourselves as patients for a little while. If you will regard yourselves as patients tonight you will have a chance to quiz the doctors as to how they shall doctor the problems that are your problems in the member schools of the North Central Association.

The board of doctors has even gone so far as to put in your hands a list of questions. These questions represent diseases, I suppose. However, the doctors have instructed me not to hold you to these particular questions which they have asked of themselves. I advise you, therefore, if you are vitally interested in questioning these gentlemen, that you ask any questions you may have. You may bring before the group or this conference tonight any questions which you think are vital questions.

I have been given a list, or rather, Brother Clevenger has a list of persons that I might call on in case this conference drags. I have no notion of using that list at all. I know you people will appreciate this opportunity and are going to avail yourselves of the time to bring before these gentlemen who are capable of answering your questions or capable of throwing light on them, any problems that are real problems to you.

For instance, we have here: "What is going to be the attitude of this Association toward the shortening of the school term to less than thirty-six weeks as a temporary emergency measure?" Some of you may be interested in that. It is my understanding that we can't take a vote

on that here tonight, but certainly we can get that question before these people who will have votes in the North Central Association.

Who is the first with a question to direct to those gentlemen here on which you want discussion, interpretation, or what not? Confine yourselves to this list if you want to, but feel free to go outside the list. Of course, these gentlemen are prepared to answer all your questions. I advise you to get outside this list as quickly as possible so that we can discover how well prepared they are tonight. I see my friend Mr. Willett back here with fire in his eye. I am sure he has a question to ask or he wouldn't be standing there.

WEEK-NIGHT CONTESTS

Mr. G. W. Willett (Secretary of Commission on Unit Courses and Curricula): I will ask this: How did we ever get into the anomalous situation of making it possible that we can have all kinds of other contests except basketball games on week nights? That is the situation we are in. Basketball is the only thing we have any question raised about. It is an athletic event on a week night. If it comes down to a plan of having musical contests and debating contests and band concerts on those nights, athletic events shouldn't be restricted, should they? That is my question.

Chairman Reavis: Who is the man to call upon to answer that question? Mr. Morley?

Mr. E. E. Morley (High School, Cleveland Heights, Ohio): Mr. Chairman, I don't know why you refer that to me unless perchance because in the last four or five years I have been Chairman of the Committee on Athletics. We have been making reports for the last four or five years. Last year they thought that we had accomplished enough in securing standard regulations and a series of rec-

ommendations and it probably wasn't necessary to continue the committee.

I will say in regard to this question of contests occurring on nights other than Friday or Saturday nights, it is recognized as probably an undesirable practice because of the fact that it does bring out a quite large number of people in addition to the participants. Probably these other non-athletic interscholastic affairs or evening events do bring out correspondingly just as many people and from that standpoint are probably just as undesirable as interfering with evening study hours. However, that wasn't our worry. We were appointed to do a particular job, to study and find out as nearly as we could what phases of the high school athletic program were undesirable, or at least which gave the appearance of interfering to some degree with the legitimate educational program of the secondary schools of this Association.

We secured the standard which you are familiar with, Standard No. 10, which provides that member schools shall not participate in any interstate or national contest not approved by the state athletic association. Then we have this series of recommendations. I believe there are seven or eight of them. One of them states or recommends that contests played at night shall not be scheduled on nights preceding a school day.

A policy of recommendation is a part of this accrediting business on which only advice can be given by the Commission.

I may say in answer to the criticism that was made this afternoon, namely, that the Commission works in an autocratic manner and not in a democratic fashion, that we are going to ask the Commission to submit this recommendation to a referendum vote in order to find out whether or not the principals are willing to elevate it to the distinction of a standard. I believe there were some 1200 or 1300 of the schools reporting which

said that they had scheduled games on nights preceding school days. I haven't the exact figures on that and I don't know that they have been summarized, but at any rate a very large number of schools have been scheduling games on nights preceding school days. We are going to try to find out what the consensus of the member schools and principals will be on that problem.

I don't know that that answers the question as it was stated; why we should discriminate between athletic contests scheduled on nights preceding school days and non-athletic contests or affairs so scheduled. I don't think, myself, that there should be any difference between them, and that whatever policy is carried out with reference to the one is equally applicable to the other.

That is what we proposed to do in the Commission with reference to the games scheduled on nights preceding school days.

Chairman Reavis: Is that question answered satisfactorily to its asker?

Mr. Willett: Most of the difficulty we have had in the North Central Association occurs mainly over misunderstandings, wherein some detailed matter is handled instead of the general policy covering it. That is the question I had in mind. If we are going ahead with the number of extracurricular activities that most of our schools have, we will have to do what a school in southern Iowa did. They decided to have their musical contest on Thursday night because they couldn't possibly have a basketball game on that night. I know some schools have sent their groups as far as fifty and seventy-five or ninety miles on Thursday night because they didn't care to meet this particular issue of having basketball games on that night or any other time except Friday night. They sent their musical people away and got them back in time for school the next morning. That is a

part of your picture, when you come down to the thing.

It is a matter of a larger policy rather than anything else. The schools that didn't break this rule probably broke the other. They had class plays or other things on week-day nights. It isn't a matter of athletics alone. You have many things going on in a high school and you have to have some of them occasionally on week-day nights. That is the reason I brought the point up.

Chairman Reavis: Thank you for the question. Is there further discussion on this question?

Mr. Donley (Illinois): This is not quite the same question as was just asked. I should like to know why the Association doesn't set up some standards for permitting us principals to schedule contests. For example, if we want to hold a triangular track meet we have to write to the manager of the state athletic association. It seems to me it is going too far for you to demand that we have to get permission to hold that triangular track meet. It seems to me the Association itself should set up the standards for giving permission for holding such contests rather than leaving it with the state athletic association. For example, in connection with track, we can't (in the state of Illinois) hold a track meet on Saturday if it conflicts with the district meeting. In other words, if we don't care to go to the district meeting we can stay home and have no track meet at all.

It seems to me that the Association shouldn't delegate that power to the manager of the state athletic association but should set up its own standards. I want to know why they don't do that.

Mr. Morley: It seems to me that the general policy is to have the responsibility for such decisions in the state athletic association. The North Central Association has no machinery set up to decide questions of that kind.

Chairman Reavis: While we are on that question, are there other related questions?

Mr. H. H. Mourer (Bedford, Indiana): If it is a good thing why don't the institutions of higher learning follow the same policy? They have the same problem. I should like to have someone answer that for an institution that is playing ball games on week-day nights.

Chairman Reavis: Who wants to answer that? Dean Edmonson?

Dean Edmonson (University of Michigan): We do not place enough emphasis on athletics at Michigan to pay any attention to it. [Laughter.]

Mr. J. E. Master (Omaha, Nebraska): We have been working on this problem in Omaha. We have found that we are able to change to Friday and Saturday night. We have two or three contests going on in the same institution at the same time. It can be done. I think we can do a lot toward making these changes.

Member: Let the men have a little right to do a few things and not have rules for every single thing we do in this world.

Chairman Reavis: Who wants to answer that question? [Laughter.]

Mr. Tallman: I don't think there is a high school man worthy of the name who wants to have any activity on a week-day night preceding a school day, but it is absolutely impossible to get all these various activities in and hold them on Friday and Saturday. I don't want them but I am compelled to have them. Every one of these other fellows is doing the same thing. If we can't have a basketball game during the week there will be a debating contest or an oratorical contest and so on. It is one thing or another.

It just seems to me that the right to decide these things should be left with the man who has that matter in charge. We certainly ought to have brains enough to know how to run these things. If we

haven't, we ought to have the board of education take us out. I don't believe it is necessary for any Commission to make a rule for every little, petty thing that we are going to do in our high schools.

Chairman Reavis: Would you be satisfied to have it left, then, as it is now, on the plane of a recommendation merely?

Mr. Tallman: I certainly wouldn't want to be called down for not obeying the recommendation. [Laughter.]

Mr. R. M. Robinson (Kewanee, Illinois): It seems to me that we ought to be permitted to exercise as much judgment in the matter as our own state athletic association does. We were reminded a short time ago of the fact that we played two games with the local team in the same city on a school night. Yet nothing was said of the fact that our team which entered the district and intersectional tournament was gone two nights and missed two days of school. Had they been fortunate enough to go on to the state tournament they would have missed two or three or possibly four days of school. It seems to me that we are entitled to a little leeway if the state association at the end of the season is going to call us out on school days and school nights.

Chairman Reavis: I know the Commission is getting some valuable instructions on how to handle this question.

Mr. B. H. McIntosh (State Department of Education, Wyoming): It seems to me there is a suggestion there that Mr. Willett has made in that it would be much better if this recommendation were changed so that it would be the policy of this Association that as many events as possible of this kind should not be held on nights preceding school days, not emphasizing athletics, letting them all be extracurricular activities.

Mr. Morley: I think that is a good suggestion. I wouldn't discriminate between athletic activities and non-athletic

activities at all. We had a study. I don't recall the exact figures, but on one of the studies we asked for a vote on the part of the principals of the member schools. We had information, I think, involving over 2200 schools. I wouldn't be exactly sure of these figures but approximately 75 per cent of the schools did definitely express their attitude in favor of some means of preventing scheduling of athletic contests on nights preceding school days, and that is why the Commission placed this recommendation on the list of policies. I think Mr. Giles, who was a member of that committee, can probably supplement that with some of his own ideas and experiences.

Chairman Reavis: How about it, Mr. Giles?

Mr. Giles: I got on this operating table here under false pretenses. I didn't know I was supposed to do this. It seems to me we have got off to a wrong start on this thing. We are supposed to be an Association here, saying what you may or may not do. I think it is the other way around. You are the Association. You make these rules. Mr. Morley has just explained that this thing went out to you first. It came from you. Seventy-five per cent or more of the members of this Association voted for that policy. We felt in the committee entirely justified in making that a regulation at the time because of your vote for it. I think it is a splendid thing to have this discussion here to get a little better give and take on these matters you get in a questionnaire. Perhaps you didn't think very much about this when you voted, but the vote to impose on yourselves, the members of this Association, a regulation of that sort was overwhelming.

I agree that we ought not to have these detailed regulations. I think Mr. Morley has answered that. There ought not to be any distinction between athletic and non-athletic events.

I would suggest that if we can steer a movement, in spite of the college influence, toward intramural, and develop the intramural program at the expense of interscholastic, that is perhaps the solution of this. I think that is what we need. I know the difficulty of doing that, but certainly that is the solution, and then we wouldn't have this regulation at all. If we can have, as many schools are developing a 100 per cent intramural program, it will gradually take the place of interscholastics of all sorts, athletic and otherwise.

Personally, I am very much opposed to all state contests and if we can do away with state contests we will eliminate a great deal of this interscholastic athletic and competitive activity. [Applause.]

Chairman Reavis: Do you want to express a consensus of opinion for the benefit of the Commission, or are you willing to do as Mr. Morley suggests, have a referendum on the question of whether or not this recommendation is to be raised to the status of a standard? You can express yourselves either way, I think. The Commission will be only too glad to have you express a consensus if someone wants to put a motion which embodies the idea which is really at issue.

Mr. Franzen: In regard to that athletic situation on nights preceding a school day, I am wondering whether something else doesn't enter into it. Indiana is probably peculiar in basketball. At least it thinks it is. Certainly basketball in Indiana acts as an emotional outlet for the passions, for the desires, or whatever we want to call them, that nothing else does. Youngsters who attend a basketball game on a night preceding a school day are emotionally unfit for study the next day. Those same youngsters can go to a glee club concert or to a band concert and not be so emotionally upset as to be perfectly unable afterward

to do a little preparation or at least feel right for the next day's work.

There is another question I should like to raise. As I recall it, the only referendum vote sent to the Association was on the question of standards. I don't believe recommendations are submitted to referendum vote. I should like to ask the principals here if any of them remember voting on a recommendation concerning the number of games preceding a school day. They vote on a standard but not on a recommendation.

Mr. Morley: Oh, yes. That was one of the questionnaires.

Mr. J. M. Smith (Lockport, Illinois): A recommendation saying no interscholastic games could be played. I wonder if we could change that to make it not more than a certain percentage. I think we all agree on that. [Cries of "No!"]

Mr. Dye (North Dakota): It seems to me that we have a recommendation here we would all accept, in spite of the fact that this gentleman objects to be censured for violating the recommendation. Everyone here recognizes that administratively it is almost impossible to get 100 per cent of our events on Fridays and Saturdays. That is the ideal of every real school man. When we do have to move over, I agree with this gentleman that we do so reluctantly and we do so because of the educational problems involved.

I disagree, however, with the gentleman who drew on the comparison here in the different events, in spite of the fact that there may be something in that. The main fact is that pupils are out later at night, and because of that reason the two situations are not entirely dissimilar. They are somewhat similar on the emotional conditions differing with different events.

I would suggest, Mr. Chairman, that if we could agree on a matter of having this as a recommendation I am sure you

would find that every man here in administrative work wants to carry this out as an ideal recommendation, with the understanding, however, that we may have to deviate from the recommendation because of local necessity as an emergency measure from time to time, but those things will be considered emergency deviations rather than anything else. It is the way we have carried on in the past and I think we all want to carry on in the future that way.

Mr. Carrothers: Have you ever been to Indiana?

Mr. Dye (Fargo, North Dakota): I have not.

Mr. Carrothers: All right.

Chairman Reavis: We can't give the whole evening to a discussion of this one topic. I will ask the gentleman on my left, Mr. Clevenger, to settle the question so that we can pass on to a discussion of some of these other points in this list here.

Mr. A. W. Clevenger (University of Illinois): Mr. Reavis has a peculiar way of asking a lot of me. I sometimes wish that I knew a lot more than I do know about certain things. The other day I read that in a certain insane asylum the swimming pool had become so popular that the superintendent was seriously considering filling it with water. [Laughter.] Sometimes I feel that I am in about the same boat.

As the State Chairman of Illinois for the North Central Association and the one who has to look after the enforcement of standards and seeing that recommendations are carried out, I always dislike very much to have any recommendations written into such a pamphlet as the one that is sent to you called "Policies, Regulations and Standards," which don't mean anything. So this year we made a special study to see whether or not any attempt was being made to comply with those recommendations pertain-

ing to interscholastic athletics. We realize that more than 75 per cent of the schools in North Central Association territory had voted that the regulations pertaining to athletics and these recommendations should go into this set of standards. We made a study and we found out that a large proportion of the schools of Illinois are not scheduling games on nights preceding school days. There were perhaps only about one-fourth that were scheduling as many as three or more on nights preceding school days. There were a few that were scheduling as high as fifteen out of seventeen games. I remember one instance of that kind.

I agree with someone over here who said that he believed the people in charge of these high schools accredited by the North Central Association ought to have brains enough to run the administration of their schools. I want to say this: I feel that most of the principals in my own state, for example, are men who are thoroughly able to take charge of the situation, but there are always a few who have to have help from the outside, and these recommendations were probably put in for the benefit of those few.

I think what we need is to have an expression in the North Central Association as to whether or not we need to pay any more attention to these recommendations. Sometimes a set of recommendations carried for a while perform their duty and can easily disappear from the pamphlets which are sent out by the North Central Association. It is true that these were written by a large majority of the member schools. I am wondering whether we want to continue those recommendations or whether we want to continue the standards. As I understand it from the Standards Committee, the proposition now is to have a referendum vote on whether or not we make this recommendation a standard, the recommendation on the scheduling of athletic

games on nights preceding school days. Perhaps we don't want to go that far and perhaps we ought to submit a referendum on whether or not we want to even carry the recommendation any longer.

I am sure that this is a problem that I couldn't settle myself, Mr. Reavis.

Chairman Reavis: Well, I should like to ask this question: Do you want any further expression from the men who are gathered here tonight on this question, other than what you have already heard?

Mr. Clevenger: I think we could have a showing of hands on how many feel that the recommendation would be no longer needed. That would be a good thing. Or whether we need to carry these recommendations any longer.

Chairman Reavis: Would you like to have an expression from this group on the first one?

Mr. Clevenger: I should like to know whether or not we want to have a recommendation pertaining to the scheduling of basketball games on nights preceding school days. Is that necessary in the Association?

Chairman Reavis: Is the question now clear to all of you? It is whether we shall have a recommendation on the matter of scheduling games on nights preceding school days. How many are in favor of abolishing such a recommendation, or asking the Commission to abolish it? How many want that recommendation killed?

Professor Eliff: Before you call for a vote on that I should like to ask a question for information. I happen to be Chairman of the Committee on Standards and I am very much interested in what you are doing. Do I understand the motion you are putting to mean to eliminate (f) under "Athletics" only?

Chairman Reavis: It is just giving an expression of opinion on that.

Professor Eliff: Not on all the recommendations but just that one?

Chairman Reavis: Just that one on athletics. May we see a show of hands? All in favor of having that recommendation cancelled will show it by raising their right hands. Those opposed will manifest it by the same sign. That is, it continues as it is? The majority are in favor of having it as a recommendation in there.

Now, how many want a standard of this? How many would like to have a referendum before it becomes a standard? You will be given a chance to vote on it. That is the question we are putting.

Member: I should like to have it left in but left out of the pamphlet Mr. Clevenger speaks about.

Chairman Reavis: The majority have voted in favor of having it as a recommendation. How many favor having this recommendation raised to the status of a standard? Show that by raising your right hands. One.

The Commission knows what the expression of opinion is on this. We have consumed almost forty minutes in the discussion of this question. If we consume forty minutes on each of the next twelve I am afraid Dean Edmonson will miss that show.

What is the next topic now? No. 2? No. 1? "Attitude of the Association toward the shortening of the school term to less than thirty-six weeks as a temporary emergency measure."

Do you want someone of the Commission to speak on that?

Dr. H. G. Hotz (University of Arkansas): The Association has a standard concerning the length of school term. That standard is still printed in your standards.

There is a provision that will apply next year, if it passes the Commission tomorrow, that says the schools may be exempted from one of the following standards: 1, 2, 4 (b), and 8. They may be exempted under any one of those

standards for next year, if they choose. If they want to be exempted from one of those standards, they must submit evidence, definite evidence, showing that they are economically unable to conduct a school for the required nine months. In other words, the burden of proof will be upon the school.

It further specifies that the State Chairman may designate which one of these four standards the school may be exempted from meeting fully. I think that answers the question. Our Association and our Commission have a standard for the nine-month term. It still stands, but there is some leniency where the school is economically unable to carry out the nine months, but then the burden of proof is upon the school. Those standards are 1, 2, 4 (b), and 8.

Mr. Franzen: Dr. Hotz, I think you also ought to explain to these secondary men in regard to the two-year provision. I believe these people ought to know that.

Dr. Hotz: I don't have the full report here. The other one that Mr. Franzen referred to was that no school may choose to be exempted from Standard 4 (b) if it has, for two consecutive years, failed to meet that standard. Standard 4 (b) says that every school must be conducted for a term of nine months.

UNIT COURSES

Chairman Reavis: Are there any specific questions you would like to direct to Dr. Hotz? Anyone? I think he has satisfied you with respect to the attitude of the Association on this question.

No. 3. "The definition of a unit course of study and some of the problems involved in meeting the time requirement in schools organized on the hour period plan."

What one shall be asked to answer this one? What is the question?

Mr. Dubach: I don't know how many

of you have the trouble we find ourselves in by the fact that while there is a definition of the unit course of study we find very much deviation, either in interpretation or enforcement. I have in mind, for example, schools, an entire state in fact, from which I receive transcripts for non-prepared subjects, but those transcripts give full units of credit for that work. For such subjects as home economics and industrial work, I find that their hours are no longer; that is, the number of minutes per period is no longer. The class meets five days a week. Yet to me those credits come in the form of full credits, possibly due to the fact that in a good many schools there seems to be no conception of any year's work in any subject which comes framed in anything less than a unit. A neighboring school requires eighteen units for graduation, but six of those units may be in industrial work, home economics work, expression, public speaking, other forms of non-prepared hours. They get the same result, but when a pupil comes to us what are we going to do with the person who brings us twelve units from an adjoining school, an excellent school, which has exactly the same rights that we possess? What shall I accept as a school administrator in the way of a unit? Can we not have a clearer definition than we now possess?

Chairman Reavis: The members of the Commission seated about the table say that Dr. Willett should answer that question. Is he still here in the room? Can you answer that, Dr. Willett?

Dr. Willett: I don't know why I should be called upon to answer that in particular. That is a particular thing we haven't inquired into. I will say there is a difference in the states. In some states the issue is real. Part of that harks back to the proposition of schools running sixty-minute periods. Those schools do not require outside preparation for other work. Consequently, some of those schools run over

that particular point by the fact that industrial work or anything of that kind is treated exactly the same as other work. Some of the rest of them incidentally have outside preparation on all of those subjects.

Of course the people in Illinois know what the regulation in this state is. It depends upon the training of the instructors. You have a sixty-minute period instructor who has a degree and so on. Apparently he has the ability to go ahead and handle some outside or supplemental work in connection with it. It works out in that way. If the instructor is handling a standardized course, he has to make up extra time on it. I think I am correct in that, am I not?

It varies with the particular states as to what that thing is. That harks back, Mr. Dubach, to the organization of the school itself. I know that in some states that has been left entirely to the local district as to how they handle that matter of providing a sixty-minute period. On the other hand, some of them arrange for it by outside work.

Chairman Reavis: Are you satisfied with the answer?

Mr. Carrothers: Standard 4 (d) covers that. I think it is covered in a satisfactory manner.

Mr. Dubach: Shall I refuse, then, to accept a forty-five-minute period from a neighboring school which has the same right that I possess?

Mr. Clevenger: I think that perhaps we ought to give considerably more attention to the definition of unit course of study in secondary schools than we have been giving for some time. A good many years ago this definition was worked out, namely: "A unit course of study in a secondary school is defined as a course covering an academic year that shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two class periods of unpre-

pared work being equivalent to one class period of prepared work."

That really meant in non-laboratory subjects, academic subjects, forty-minute periods per day for thirty-six weeks, which would mean 120 sixty-minute hours. If the subject happened to be one of full laboratory type, such as shop work, we required twice as much, or 240 hours. And then someone worked out a plan later for laboratory subjects such as biological science, physics and chemistry, about 168 hours, or two double laboratory periods per week. I am not sure that that plan is a good one.

I think that we ought to give more attention to the giving of credit for achievement in certain courses where we measure that. For example, in the state of Illinois we have worked out a plan for the granting of credits on the basis of achievement in typewriting and shorthand. Rather than requiring two double periods per day for one year, we are allowing schools to offer that on the single period basis and to give a unit of credit for a year's work, provided that the student reaches a certain achievement at the end of the year. If not, he can continue his work until he does.

In the case of the full laboratory type subjects such as shop work, we have worked out a plan whereby the student can do a certain amount of study and a certain amount of library work outside of the school day, provided that there is a teacher in charge who knows how to direct that type of work. That is, we recognize the fact that in industrial arts, for example, there are at least two general types of industrial arts students. One is the type who needs to develop skill, the other is the type who needs to acquire some knowledge of the general field, and for that particular type there seems to be every evidence that that student can gain a great deal from a course in industrial arts which requires a certain amount of

outside preparation, a certain amount of library work, and so forth.

I think that we need to give a lot more attention to this definition of a unit course of study in the secondary school.

Of course, a lot of the questions that have come in about this particular topic have come from those schools that are organized on the sixty-minute period plan. They want to know whether for sixty minutes daily for a period of thirty-six weeks they can give a unit of credit, or whether they will have to arrange for a certain amount of extra time. Those are some of the questions that are coming in.

And then there is also the tendency for those schools organized on the sixty-minute period plan to reduce the amount of time in the hour period. That is, can they give fifty-seven minutes, can they give fifty-five minutes, and still call it the hour period plan?

In Illinois we have worked out these plans which I have very briefly mentioned relative to typewriting and shorthand and bookkeeping and in industrial arts, in order to help solve a local situation in this state. I know that in some of the states not very much attention has been given to it, and when these credits are passed on to us at the University of Illinois, for example, we are up against the proposition of allowing a full unit of credit over in some other state for a unit course of study which has not required anywhere near the amount of time that we require in our own state. So there is quite a difference in practice throughout these states.

Chairman Reavis: Mr. Dubach, would you like to state your question now in the form of an issue that you would like to have the Commission meet? If so, I think we can get an expression of opinion on that.

Mr. Dubach: I am not at all sure I can state it in the form of an issue, in view of the explanations furnished by Mr. Willett

and by Mr. Clevenger, but I am still puzzled and I think some of the rest here are, because I am firmly convinced that we should not give credit, to put it very plainly, for work done in a school in which we know those teachers are handicapped by the situation and their ability to meet the general requirements of the North Central Association. Those subjects are subjects about which the pupils themselves tell us, "No, we don't do anything except the classroom work, but we know we got credit for it. It says so right there on the line." And it does. "One unit."

Mr. Holley (Oklahoma): It seems to me that all this discussion is putting an emphasis on the time provision. We don't know that there is any relationship in particular between the amount of time served in class and the skill which the pupils gets out of the class. I don't know whether he referred to Oklahoma or not.

Mr. Dubach: Not this time.

Mr. Holley: I thought maybe you were talking about Tulsa. The schools down there are permitted under the regulations to give a unit of credit in home economics and shop and those special subjects where they have the hour periods. We believe that if there is any relationship between the amount of time served and what he gets out of the course he gains more from getting the extra time in English and history and so on than he could possibly save if he lacked thirty minutes of serving ninety minutes' time daily in shop work or other special subjects. I thought the trend was in the other direction. I am a little bit surprised at the question coming up in that manner tonight.

Mr. L. N. McWhorter (Minneapolis, Minnesota): I am glad Mr. Holley brought up that point. I am not at all anxious about the activities of the class in industrial arts or home economics or anything of that kind for sixty-minute periods, but we are beginning to be very

much concerned about what goes on in the history class for sixty minutes. It seems to me that is the actual issue. When we come to a real understanding of what the class hour is, what the activities of the class hour should be, we come to a solution of this problem.

Chairman Reavis: Is there anyone else?

Dr. Hotz: I should like to ask one question. Are you men who are giving credits meeting any difficulty in giving credits on the qualitative basis such as Mr. Clevenger proposed, that is, on the basis of achievement levels? So far as I know, our Association would not oppose that plan. We recognize that these standards are purely quantitative standards, but if you want to substitute qualitative standards we should like to know if you are having any difficulty in using that type of standard.

Mr. Franzen: I am very much interested in the qualitative proposition myself. I wish I had more illustrations but here is one. A certain chap who had been interested in something that I had suggested, took his algebra class, in forty-five-minute periods, with no home work, and finished what the ordinary high school worker does by the end of June, by the end of March, by using directed study and certain technique that he had developed. He had covered the whole thing by the end of March. In order to get a unit I suppose this fellow must sit in that classroom during all of April and May.

Mr. Masters: I think we are using the qualitative standards just a little bit. I can't say that high school principals as yet would try to inquire into the qualitative work and try to ascertain the value, but we do a great deal in subjects like algebra, foreign languages, and even in English. If we put a student into certain classes and he is not able to go on with the work, he has to drop back. Therefore,

of course, the qualitative situation is applied to him.

I should like to say to Mr. Dubach what we say to the young fellow coming to us. A great many come to us with typewriting and a unit for it. The unit is for a forty-five-minute period. We say to him, "We will not give you any more than we can get unless you can go on with the next higher typewriting subject." In checking a good many transcripts I simply do this: I will not give any student any more credit than he is entitled to. I think that is a fair basis. It works out fairly well with that arrangement. I know that it is sometimes a penalty upon what he has done, but nevertheless it is only fair after all.

Mr. Carrothers: I should like to make one statement. In all probability this question comes up in the state of Michigan because I have a copy of a number of letters stating that high schools did not accept all credits that a pupil transferred with. I always reply that the dean of the college reserves the right to accept whatever credit he wants from other colleges, and therefore every high school principal ought to be in the same position, to accept what he wants to accept. I do believe that the Association ought to make a regulation about that.

Mr. Deam: During the last two years I know of one young man who received credit in United States history for a year's work who had six months in other history. This Association has approved of doing American history in the twelfth year and giving credit on the college level, so it seems to me it all resolves itself into a basis of achievement. If we are to revert to the basis of quantitative standards, then it seems to me we are going backward.

Chairman Reavis: Well, I suppose we ought to leave that problem and go on to something else. There are other questions

here on which you will probably want to express your views.

LENGTH OF TERM

Mr. Morley: Mr. Chairman, I think one of the most important problems we have relates to the length of the school term. One of the matters that called this, particularly to my attention was a suggestion which came from the Chairman of the Standards Committee, Mr. Eliff, who reported that more than half of the schools that were not running their terms for thirty-six weeks were from Ohio, and more than ninety per cent of those that had not kept the school open for thirty-six weeks over a period of two years were from Ohio. Of course, that may be due to one of two things. Maybe when we run out of money we close up our schools. The rest of you just hang on.

I should like to find out from the states represented in this territory, particularly those states that are successful in raising money to keep the schools open, how they do it.

Chairman Reavis: Is there any person in the audience who can speak on that?

Mr. Morley: I should like to hear from Chicago.

Mr. Hanna: We have kept on anyway, whether we have any money or not. I should like to say this seriously. I wonder if holidays are included in that thirty-six weeks, because in Chicago we have eight set vacation days, which leaves 172 days.

Chairman Reavis: Dr. Hotz, will you answer on that point?

Dr. Hotz: Our annual report answers that. There it says that single holidays are exempted, but not anything more. We have never checked up on that standard very rigidly. We rather feel that if the schools run for 175 days in the clear the thing is satisfactory.

Mr. Carrothers: A suggestion has been made that we have an intermission of

just a moment or two in case you want to have that seventh-inning stretch. Some fellows feel they need to go. Then we want to discuss the fee and the classification of schools. [Recess.]

THE QUESTION OF FEES

Chairman Reavis: Mr. Giles has a question that he would like to propose for discussion.

Mr. Giles: The High School Principals' Association in Wisconsin passed a resolution asking for a lowering of the \$5 fee.

Mr. Carrothers: I should like to make a statement on that, Mr. Chairman, because I have looked into it. I shall try to do it briefly. The fee of \$5 charged to each member school has been to cover the Quarterly and for carrying on all other work that has been handled through the Secondary Commission. I know that in the Middle States Association they charge \$7.50. The Southern Association, as I recall, charges \$10. If we are going ahead with the research work and the study that we are planning to do I see no way in which we can at this time reduce the \$5 fee.

Chairman Reavis: Can we have an expression of opinion on that? To get the question settled very quickly, how many favor a reduction of the fee from \$5 to \$3? All those who do will show their position by raising their right hands. No one. We have an expression of opinion, then, on that matter.

What other questions are you interested in discussing here now?

MUSIC CONTESTS

Mr. Tallman: I wonder if the Commission has ever taken up the matter of eligibility for contests other than athletic contests. I refer particularly to music contests and band contests. A boy can be a member of a band or a member of an orchestra and fail in his work and go into

a state contest. He can be in the high school nine semesters or ten semesters and still enter the band contest. His other extracurricular activities I know nothing about. Has that subject ever been presented to the Commission?

Chairman Reavis: The board of strategy here confess their inability to answer that. Is there anyone in the audience who can?

Mr. E. H. K. McComb (Indianapolis, Indiana): They have no requirements in the National Band Association.

Mr. Giles: In the state organization?

Mr. McComb: The only thing you can do is to put your own rules in.

Mr. Tallman: If you do that you are penalizing the boy who might be a good cornetist.

Mr. McComb: That is all you can do.

Dr. Hotz: You are supposed to get your own association to set up standards. When you get them set up we can back them up.

Mr. Tallman: If those fellows are good bandmen they will get them in.

Mr. Melton (Illinois): The State Chairman of Illinois two years ago counted, I think, more than half of them over twenty-one years of age.

Mr. James Rae (Mason City, Iowa): I suppose our difficulty lies in this fact. In the athletic contest situation, those rules and regulations have never been set up by the school administrators. When we come over to the music contests, it has been the music supervisors who have dictated everything. So the suggestion made is timely, that this group might make a request or recommend that regulation to the national band organization or the national orchestra organization.

REGULATIONS GENERALLY

Mr. H. C. Mardis (Lincoln, Nebraska): I am afraid we are getting out into deep water. The suggestion was made some time ago about contests generally, namely, that

the organization should stay away from detailed administrative standards, that such details are a job for the individual schools or individual state groups. I agree with Mr. McComb, that we haven't any such standards. I don't care whether it is a class play or what it is. If those fellows meet the standards of the athletic association in my state I let them play if they are twenty-three years old or if they are grandfathers. It seems to me we ought to have backbone enough not to have the wrong kind of organization in our own states.

I don't believe it is the job of this Association to begin to set up detailed rules of eligibility which the Lord knows couldn't be enforced if we had fourteen inspectors in every state. That is a job either for the local school or the state organization handling that particular activity.

Chairman Reavis: We have had two views presented here.

Mr. Rae: I agree with the gentlemen. We cannot do it but we can request it be done.

Chairman Reavis: Would you like to express an opinion to the Commission on that, that you would like to have them consider it? All in favor of having the Commission consider this question will indicate by a show of hands. Now those opposed, the same sign.

I think the "ayes" have that.

Mr. Melton: I should like to add to the remark I just made. As a result of the situation I mentioned, the association has passed a regulation requiring the students now to be not more than twenty-one years of age. I won't express an opinion as to whether the Association should or should not do it, but those things regulate themselves pretty well.

Chairman Reavis: I am sure the Commission will be glad to consider this matter. Do you care to instruct them with your views any farther before we leave

that question and go on to another one? Are there any more views you would like to express to them while they are here?

Mr. G. A. Manning (Muskegon, Michigan): It seems to me that one of the difficulties about this situation is that a great many subjects like music are given credits. They are regular credit subjects, just the same as algebra or English. Athletics is not a subject as such. I don't see why pupils should be penalized in music, for instance, because we might later on have a standard on that. It seems to me we should encourage our music subjects to become as soon as possible regular credit subjects.

Chairman Reavis: Does anyone else care to speak on this subject?

Mr. McIntosh: It was mentioned a moment ago in connection with the matter of athletics that if the state athletic association provided certain standards the North Central Association would back them up. There is no athletic association as yet within the state to take care of this matter of eligibility, and consequently there is nothing to recommend to the Association to be backed up. It seems to me that this matter of eligibility might better be taken care of by the organizations that exist within the states, so that the North Central Association may back them up, rather than hold off on the thing until that can be done.

Mr. H. E. Blaine (Joplin, Missouri): I rather agree with that idea. For instance, in our state there is only a part of the high schools that are in the North Central Association. For instance, a school may not be in the North Central and yet put forth a very good musical organization, or debating team, or something of that sort. If the rule should be set up in the North Central Association and if it did not pertain to those schools, then the North Central schools would be more or less handicapped because of that regulation. For instance, in our state the state

university handles the state music contest. Yet all the high schools in the state may send in their bands and only 75 or 80 per cent are in the North Central Association. That would have to be taken into consideration.

Chairman Reavis: The Commission is very much pleased to get this expression. Is there anyone else?

Mr. V. L. Tatlock (Bloomington, Indiana): It seems to me we are at variance on this. Isn't it somewhat a reflection upon us principals that we haven't attacked this problem through our organization in the state before we issue rules? If we would as a group go into our own state associations and put the idea over to our schools that they should have certain approved rules (which means approved through school administrators) those things could be avoided with much less friction than where we wait until some twenty-two-year-old debating team wins the championship and then we all rise up in horror about it. We ought to anticipate that thing. We ought to insist that the contests be approved by the school administrators before they enter into them.

Chairman Reavis: Is there any further discussion of the question?

Mr. Dieterich: May I say that the state University of Missouri has already met this situation in our own state. They are adopting recommendations covering that. It seems to me that this ought to be handled through our own organizations and it can be done because we are doing it.

Mr. W. H. Gemmill (Des Moines, Iowa): While these things are true, it is hard to standardize on the things which other agencies are handling. Yet I think we can clear it up by one statement, making it in the form of a recommendation, that all interscholastic contests be held on the same basis, in so far as scholastic work and requirements are concerned.

That one thing would clear it all up, and no association like the Band Supervisors or the Music Supervisors could put on a contest if they didn't comply with that recommendation.

Mr. H. C. Mardis (Lincoln, Nebraska): May I arise with one more question? Why do we have to go to the North Central Association to wash our dirty linen? If the bandmasters are running the music contests and the commercial departments are running a commercial contest, why in the name of heaven can't we as individuals or as a state organization of principals do the thing that has been suggested by several? I see more grief than we can get out of in the next twenty years if this Association starts in, even on a basis of recommendations, doing things which it has neither the business or efficiency to administer. [Applause.]

Member: It seems to me there is a question here and I wonder if the question wasn't raised on the wrong basis. I believe it was proposed that we do with this as we did with athletics. Did we ever set any athletic eligibility rules or requirements?

Dr. Hotz: Mr. Chairman, we have this requirement: that any school under discipline by the state athletic association is dropped from our list, or is warned.

Member: Yet the state athletic association was the one who set the rules, not this Association.

Dr. Hotz: We didn't set the rules.

Chairman Reavis: Is there any further discussion on this question?

Mr. Manning: If the other state contests are as much a bugbear as they were in the state of Michigan, I would suggest that the others follow the lead of Michigan. Do what we did with all contests. We do have two remaining, the state basketball tournament and the state debate. We have gotten rid of all the others. So if you will do with the contests what we did (and they were certainly a bugbear

with us), you won't worry about that.

Professor Eliff: I want to suggest that there are certain requirements in all states set up by the state board of education for classifying accredited schools. Here is where this matter belongs. I would suggest to you principals that you take up the matter with your accrediting agencies in your own states and impress upon them your opinion and what you want at home and you will never have any trouble with the Association.

Mr. Rae: May I add a word in response to Dr. Eliff? That has been done in some states. The difficulty comes when we enter the national music contest in that they do not have uniform handling of eligibility and so on.

Professor Eliff: There are rules and regulations governing the competition in our state with the national body. I have studied a number of them in the different states. They are worked out by the institutions conducting the contest, and they are, so far as I know, almost verbatim alike. They are in precise agreement in all the states I have examined. We have had no trouble in that respect, none at all.

Chairman Reavis: Have any of you other questions to ask?

TERM OF ACCREDITMENT

Mr. Carrothers: I am very interested in a poll of the Association concerning the classification of schools as mentioned at noon. We have asked for reports from all of you every year, yet I see principals in this room whose schools have been accredited since time immemorial. They have never even been warned. Why couldn't we accredit such schools for three, four or five years? I wish you would think about that so we could pass a recommendation on to my successor who will be elected tomorrow.

Would it be all right to consider the accreditation of schools for, say, three,

four or five years? Then maybe they would not be checked except for one or two points in between periods, instead of requiring an annual report. Do you like to make out those reports and send them in? [A "No."]

Chairman Reavis: I think that question got an immediate answer. In the light of that answer, do you care to have any further discussion?

Mr. Carrothers: I think whoever in this room is going to be elected Chairman of our Commission got the answer and we will let him have it for next year.

TEACHING LOAD

Chairman Reavis: Are there any other questions you would like to have discussed?

No. 7? "Methods of computing the teaching load." What is the issue there? Who wants to speak on that? You have the enrollment at the beginning of the year and you have the daily attendance at the beginning of February, perhaps 150 below that. Which do you take, the actual enrollment for the year or the attendance on that particular date?

Dr. Hotz: Your blank states that the first of October figure is to be taken.

Chairman Reavis: Any other questions?

Mr. Clevenger: I should like to invite the attention of those who are filling out the blanks annually to this fact: In figuring the teacher load some of the principals are filling that out showing, for example, the number of classes taught by the teacher daily. Others are showing the number of class periods. Other schools are just figuring the number of teachers of so-called academic subjects.

I think that our blanks ought to be clearly stated so that there would be no question about what they mean.

Chairman Reavis: Any further discussion of that? What about No. 2: "Methods of improving high school library facilities through coöperation with public

libraries." Have you any advice to give on that to the Commission?

Mr. Carrothers: Take No. 11.

STANDARD ELEVEN

Chairman Reavis: "Interpretation of Standard 11—Preparation of Superintendent or Principal directly in charge of a high school."

How about that? Certainly you are not uniform on that.

Mr. Carrothers: A new standard is going into effect next year.

Chairman Reavis: Will you state that standard to the assembly, Dr. Carrothers? Dr. Hotz, will you do that?

Dr. Hotz: Do you want the standard read? I believe you all know what the standard is. The standard is not in force yet as it applies to next year.

"Standard 11—Preparation of Superintendent or Principal: The superintendent or the principal directly in charge of the supervision and administration of the high schools shall hold a Master's degree from a college belonging to the North Central Association, or the equivalent, and shall have had a minimum of six semester hours of graduate work in education, and a minimum of two years of experience in teaching or administration.

"This standard shall not be construed as retroactive within the Association. (This standard shall become effective for the school year 1934-35.)"

You note this standard goes into effect next year. This is not our standard; this is your standard. It was adopted on a referendum vote that was better than four to one, so we are carrying out your mandate. The interpretation of this standard is given in part in the September issue of the *QUARTERLY*. We have a column on it. Equivalency is interpreted there, the equivalency of schools and the equivalency of the Master's degree. [Dr. Hotz quoted from the interpretation in the *QUARTERLY*.]

If he is certified by responsible officers of reputable graduate schools as having had the equivalent of a Master's degree, we will accept it.

There is a further query that is in the offing and that is this: As it stands now, it is not retroactive. That means any individual who is now an administrative head will qualify now and hereafter, not only in the same school but also in another school. There is this other interpretation that will probably be voted. That is, that a person who has in the past served as a principal of a North Central High School and who has in the interim continued his educational work, even if he is not now a principal of a North Central Association high school, may thereby be qualified.

Mr. Clevenger: Mr. Chairman, I should like to ask a question. Between now and tomorrow morning I am supposed to write an explanation of what is meant by "This standard shall not be construed as retroactive within the Association." We had some letters and telephone calls and telegrams during the last several weeks about this standard and I think it ought to be very clearly explained so that I won't have such correspondence in the next few weeks. The question is this: Do we want to make this standard apply to the case of a person who has been the principal of a high school accredited by the Association several years ago, but who wasn't for a number of years, who is now applying again? Or do we want to say that it does not apply to the one who was principal this year and who does not have a Master's degree?

For example, a man telephoned yesterday and said that he had been principal of a North Central accredited high school seven years ago. He said that during the last few years he had been the principal of a school not accredited by the North Central Association, and now he had been offered a position for this next year

as a principal of a school which is accredited by the Association. His question was this: "Will the employment of me as principal cause this school to be warned or dropped from the Association?"

Personally, I am of the opinion that we would not do any harm to the Association or to the schools in general if we said that anyone who had ever been in charge of a North Central accredited high school is eligible under the standard, whether he has a Master's degree or not. I should like to have a showing of hands as to whether we shall interpret it that way or whether we must ask a man to have continuous service in a North Central school prior to this year.

Chairman Reavis: Are you all clear as to what you are voting on?

Mr. Clevenger: First, I should like to know how many would like to have this standard not apply to those principals without a Master's degree who have ever been principals of high schools accredited by the Association at any time, several years ago or last year or any time.

Chairman Reavis: May I have a show of hands on how many of you favor that? [None.]

Mr. Clevenger: Would you have us interpret that to mean that the principal in charge of a school this year, the one who doesn't possess a Master's degree in order to be eligible, would be passed?

Chairman Reavis: State that more clearly.

Mr. Clevenger: Shall we have it apply to the principal without a Master's degree who is in charge of a high school accredited by the North Central Association this year? For next year he can be continued on? [Agreed.] Providing he does have a degree.

Mr. Carrothers: Then he is O.K.

Dr. Hotz: Mr. Chairman, I want to say that this clause regarding the retroactive feature was in that referendum and I don't believe that we ought to dig

that up now. You have approved the provision that this should not be retroactive. I don't think we ought to pick it up again now.

Mr. Clevenger: Then I should notify this man who was principal of a North Central accredited high school several years ago, who has been a very good principal for the last several years but in charge of a school not accredited by the Association, that he cannot take this principalship of this new school that is accredited by the North Central Association for next year?

Dr. Hotz: May I answer that? In the meeting of the Committee on Standards last evening, Mr. Clevenger brought this up, and he was instructed to write such an interpretation as he thought would best meet this issue. It is up to Mr. Clevenger to write that interpretation and bring it to us if he wants to have us consider it.

Mr. Dennison: It seems to me that if we are going to bar the man who was principal of a North Central school some years ago it is not a vote against him because he may have been dropped because of inefficiency. I think, as has just been said, there may be a great many who have been very fine school men who were years ago really principals of North Central schools but who, because of one reason or another, might not now be principals of North Central schools. I think there are a good many more like that than there are of the inefficient sort. I don't think it would be exactly fair to bar them.

Mr. Melton: We should note the fact that being principal of a North Central school many years ago is not the same as being principal of a North Central school today. The North Central Association's standards of education have changed. We should not overlook that entirely. Several years ago I was principal of a North Central school. I would doubt very much

whether I could be the principal of a modern, progressive, up-to-date North Central school. I would need to have some type of growth in the interval, I think.

Mr. A. A. Reed: We should recognize that there is a lot of dynamite in this standard to go into the hands of our enemies. I believe in the standard myself and yet I have just gone through a campaign where there was a lot of bitterness and agitation against the Association because of doing certain things. This particular standard is being used just now by our enemies as an example of our iniquitous procedures. Frankly, that is what they are saying. They are saying that the principals themselves voted this to themselves to protect their own jobs. They are saying that and we must face the facts.

Mr. Carrothers: Didn't the medical association do the same thing?

Mr. A. A. Reed: Yes, but these people are saying that we touch the public relations. They are saying that we are a group of selfish persons who have to protect our own jobs by voting for this. They say this never went before the school boards, it is just the principals themselves who have made the rule to protect themselves. I am telling you frankly what our enemies are saying. We must face that fact. We must be very careful how we interpret and apply this standard.

Mr. Chairman, I have another suggestion to make. It seems to me there should be some discretion left with the State Committee regarding the interpretation and the definition of the fitness of former principals, because they are in a position to find out what a man's record has been. If there would be some dispute, it would be in the hands of the State Committee to pass on it. It would tend to keep us from this criticism of trying to follow a rigid interpretation of this standard.

Professor Eliff: It is very, very seldom

indeed that I disagree with Dr. Reed, but in this case I do. I want to present this side of the situation. The real purpose and best work of the Association is measured by what it accomplishes in providing better educational facilities for the children of the community.

Recently the Survey on Secondary Education just completed furnished data that absolutely brings out this point. The Survey Commission studied groups of schools in various cities from various points of view. This came out: Taking a group of fifty schools, with approximately the same number of students, in cities of about the same size, and studying those schools on the basis of certain specific characteristics, when we came to discussing the classification of study based on efficiency, measured by training of the high school principals, it was a clear mark. The trained man had the better school.

This standard means progress in educational development, and the teachers and principals who meet the requirements are prepared. There are any number of young men, trained men, who are specially trained for this sort of work. On that point of view I think we should not disagree at all on the standards.

On the retroactive part of it, it was stated that it was a matter of common justice and fairness to the man who wanted to go on.

One other thought. This standard was adopted by an overwhelming vote of this Association. I have always believed and I still believe that any serious change in any of our particular standards should not be adopted by this Association until the high school principals had an opportunity to study it, until we know we have their support. On this standard we had eighty per cent or better of their support, and in my opinion we have no moral right under those conditions to tinker with a standard before it has been tried.

Mr. A. A. Reed: I didn't make clear that I am in favor of the standard. I stated that we ought to be careful in how we apply it. The very statement that Dr. Eliff made is what is being used against us. They are saying that eighty per cent of the principals voted this for their own protection. That is the point I am making. They did not offer this to their school boards. It is an action of the principals to protect themselves. They say it is not the action of the school boards to upbuild the schools of the community. That is what they are saying. I don't believe it. I am telling you what these men are saying. I feel that now we must bring into the situation certain elements of modification that will be fair to these men who have grown old in the service and who don't happen to have Master's degrees and who don't happen to be in schools now accredited. Those people are being barred now from holding positions for which they are qualified by their experience. We must find some way, if we are to escape this harmful criticism, of taking care of and in being fair to these older people.

Mr. Martis: In order to be consistent, why should not this Commission interpret the word "retroactive" just as it did in Standard 7 (b)?

Mr. Carrothers: That is correct. There is another phase of this that was opened up once before. If we have a school now, well organized, that didn't become a member of the Association this year, which has a principal who has only a bachelor's degree, can that school become a North Central school next year or the year following if this principal obtains a Master's degree? To be a little more concrete, we have in Michigan for university accrediting purposes the statement that a man must hold a degree in order to be a principal of an accredited school. We have not held to that exactly in all cases. We say that wouldn't be fair, to hold that

against him because he then would have to finish his course or he would be held over until his school got its accreditation.

Dr. Hotz: Our interpretation of that situation is that all people employed within the last two years must meet all requirements. If this principal has been employed within the last two years he must have his Master's degree.

Mr. Carrothers: And after two years the school can come in?

Dr. Hotz: Yes, sir.

Mr. Carrothers: That is fine. I just wanted to know how we stand.

Chairman Reavis: Do you care to have any further discussion on the proposal you have made, Mr. Clevenger?

Mr. Clevenger: I do not know yet where the group stands on this matter. I understand that they don't want it to apply to those principals without Master's degrees who were in charge of North Central schools years ago and who have not been in charge of North Central schools in the last few years, but they do want it to apply to principals who were in charge of North Central schools last year. That is the way I understand this group. I am not sure about it.

Mr. Carrothers: You are wrong. You were asleep when that went by. [Laughter.]

Dr. Hotz: All people now employed are eligible.

Professor Eliff: This is No. 4 (a) under "Regulations: No new school will be accredited when more than 20 per cent of the teachers of academic subjects fail to meet the requirements of Standard 7, or when any teacher of academic subjects who has been in the school less than two years, including the present year, fails to meet the requirements of Standard 7."

Member: I don't think it is tremendously significant. I think safety and good judgment lies on the side Dr. Reed advanced. The man with the Master's degree would have an advantage in mak-

ing application for the school. I think safety and good judgment is on the side of the generous interpretation of this rule.

Chairman Reavis: I feel certain that the man to whom this has been entrusted is both safe and will use good judgment. I am sure he has profited by the discussion we have had here. The evening is going on. It is almost nine o'clock. Do you still feel that you want to avail yourselves of this opportunity further?

Mr. Carrothers: I have a feeling that Mr. Clevenger didn't get our vote on this, or I don't agree with him 100 per cent. Dr. Eliff has disagreed with Dr. Reed one time in the last twenty-five years, so I might disagree with Mr. Clevenger. I thought your vote indicated that you wanted it to apply to the man who was principal of a North Central school, say nine or ten or fifteen years ago, and is now coming back to meet the standards. That if he meets this when he comes back into the North Central school, no matter whether he was out selling real estate or eggs, or whatever he was doing, he is eligible. Is that the meaning of the group? [Agreed.] All right.

Member: How about the fellow who was a very fine principal, we will say, but who was away for a time? He comes back a much better fellow, we will say, and he isn't in school work this year. In the meantime he has been making himself more efficient for the job to which he is going to be called, if a call comes for him.

Mr. Carrothers: He comes under this if he has had his Master's degree two years.

Member: He might be working above a Master's degree.

Mr. Carrothers: Then he would have the equivalent, wouldn't he?

Mr. Rae: Maybe he has been working for the Master's degree and doesn't get the position this year.

Mr. Henzlik (Nebraska): I too have

had some reactions of the public against the application of this standard. It seems to me to be a part of our leadership to bring our people to a point where they understand that the standards that are set up are for the betterment of the schools rather than for the protection of the individual principals or superintendents. And if we are not in a position to agree among ourselves, as has been demonstrated here, certainly when we go back to apply this standard or these standards they will be misunderstood to a greater degree among those who are not working in the field. I for one feel that leadership demands that we have some discretion in the application of these in the local states. Certainly the committees ought to have enough respect and enough professional pride to do the thing that is for the best interest of the school, and in the long run we will find that it will be best for ourselves. Therefore, I feel that what Professor Reed has said here should be given pretty serious consideration.

Chairman Reavis: I am sure Mr. Clevenger will do that. Whatever he writes will be understood by all of you and you will have no difficulty in interpreting it to your communities.

Mr. Tallman: Is that to be interpreted to mean a Master's degree in the field of education or a Master's degree in liberal arts? I am asking for information.

Mr. Carrothers: Either.

Mr. Tallman: That is more or less of a joke.

Chairman Reavis: It specifies the number of graduate majors he shall have in education.

Mr. Carrothers: I would get it, Mr. Tallman, that it means a Master's degree in the field of education, not a Master's degree in medicine or law. It might be in liberal arts or it might be in education or in the preparation for teaching.

Mr. Tallman: It is just a point I wanted to have brought out.

Mr. Carrothers: I was very much opposed to that six hours of education. I am still not in favor of it but I am going to do my best to help carry it out. I checked up on some of the teachers in Michigan and I find that they had sixty, seventy, eighty, and one man had 120 hours in professional education. I don't know whether that many hours exist, but he listed that number. I want to have the standard interpreted so the man will have his sixty or seventy hours in professional education. If he has that much I think he ought to get more in content work in mathematics and other subjects. I didn't get to first base with it. It still stands as it was.

Professor Eliff: Just one more word and I will subside. What is the best method to improve standards? Why is the Commission on Higher Institutions now revising their standards? Because they adopted standards, tried them out, and found they were unsatisfactory. They are intending to correct and improve their standards. Why is it that we have changed quite signally about the size of classes? Because that standard was unsatisfactory, and we worked out an improved one. At first sight the standards might seem a paradox. It is my opinion that the best way to improve a standard is to enforce it. Then we can improve it in the light of experience and make our people more nearly satisfied with it.

That has been the whole progress of development of standards in the North Central Association ever since I have been a member.

Chairman Reavis: We will give you an opportunity to go on with the discussion or move to adjourn.

Mr. Hanna: I should like to say a word on the matter of the Master's degree. It would be possible for a principal to conform to this Master's degree provision by taking his Master's degree in French. Does that make him any better

principal of a school? No. This man has been a satisfactory principal formerly. Then he is dropped, let us say, for inefficiency. There are 12,500 school boards in Illinois and there is no law of qualification for membership on school boards. Some of you can testify to that. Sometimes a man has been dropped out for a selfish reason, for no lack of efficiency. Yet this man goes out and gets a job in a non-Association school. Then he comes back. Does he have to get his degree in French or be abolished?

Chairman Reavis: Professor Eliff, will you answer that?

Professor Eliff: I think that is easily answered. "The superintendent or the principal directly in charge of the supervision and administration of the high schools shall hold a Master's degree from a college belonging to the North Central Association, or the equivalent, and shall have had a minimum of six semester hours of graduate work in education, and a minimum of two years of experience in teaching or administration."

If the Master's degree is in French, he has had that required minimum and he would be eligible. You remember what Mr. Haggerty's report said in the meeting of the Higher Institutions. If this man had studied French he would be a better man than he was before, or if he had given serious attention to any other subject. He has to have his six hours of professional education along with that.

Mr. Keendy (Wisconsin): My sympathy goes out to Dr. Reed from Nebraska and I think what he said ought to be considered for this reason: We heard that the word "standard" is going to be eliminated from the colleges, and now the report will go back from the high schools to Nebraska that we are going to insist upon standards which, as Dr. Reed has interpreted, are to protect the principals. I think in fairness to him we ought not to mention the standards and

give a freedom of interpretation such as he suggested.

Chairman Reavis: Is that what you desire, Dr. Reed?

Mr. A. A. Reed: Mr. Chairman, my own feeling is this: I favor this standard but I feel that we are under fire now and we have to defend ourselves upon this thing. I think in the long run it is going to be a great thing for education, but we are not doing any injustice if we put it into effect with considerable leniency. I do feel we ought to set up a set of interpretations which would allow a certain modification of this standard in its effect upon the more experienced men that will look like fairness. Then it will take away this charge that it is a selfish act of the people who hold jobs at the present time.

Dr. Hotz: Mr. Chairman, I find myself in favor of Mr. Reed's thought on this question. I believe that among ourselves we ought to agree upon a certain liberal application of this standard. I don't believe we ought to publish it. If we publish it, the State Committee Chairmen are going to be swamped with requests from this, that, and the other place. I believe we ought to agree among ourselves, if that is the opinion, that we are not going to enforce that in a hard, fast and rather rigid way next year. I don't believe we ought to advertise that, or else Mr. Reed is going to be swamped with a lot of requests from people to get certain concessions on it. He is going to have a lot of requests that are not worthy or that do not merit real consideration.

Chairman Reavis: Here is the man to write it, Mr. Clevenger.

Mr. Clevenger: Mr. Chairman, I think that Standard 11 is one of the best standards that we have ever written into the standards of the North Central Association, not because it protects someone's job but because we think it is going to guarantee a better school because it is under a better trained man. I am also of

the opinion that State Committees ought to be somewhat lenient in the enforcement of this standard this year. I think that in the case of young, inexperienced people we ought to require this amount of training. When it comes to someone who has had years of experience, who has been successful, even though not in charge of a North Central school, perhaps the State Committee ought to be given considerable power of discretion in determining whether or not this person can be exempt as having the equivalency of the Master's degree. I think that the State Committees, the State Chairmen and the State Inspectors who know these people ought to be held responsible by the North Central Association for enforcing this standard to the best of their ability, and to be as lenient as possible in the enforcement of the standard.

WEIGHT OF RECOMMENDATIONS

Mr. Chairman, I should like to ask one more question. I have had a lot of correspondence about one of the recommendations and I want to ask the opinion of this group about it. It is the recommendation which appears on Page 11, Recommendation 5.

"The Association recommends that three units in English, two units in Social Science, one unit in Biological Science or one unit in General Science, and one unit in physical education or health (with or without credit), be required for graduation for all students in the four year high school."

I have had a great many letters about that recommendation, some principals saying, "Why not require one unit of Laboratory Science, Chemistry or Biology?" Others say, "Why two units in Social Science?" There are all sorts of questions about that particular recommendation.

I am wondering whether very many schools are paying any attention to it or

whether we need it any longer or not. I should like to ask this question: How many favor keeping this recommendation in the published standards?

Chairman Reavis: Are you willing to give Mr. Clevenger an expression of opinion on that? All in favor of keeping this recommendation please signify by raising your right hands. All right. Those opposed will raise their right hands. I declare it a draw.

Mr. Tallman: I think I wrote to him about that. I can't see why you should say Biological Science or General Science. Why should a boy have Physics or Chemistry as well as Biology or General Science? I don't see why I should put my boys and girls in General Science when I know positively that they are going to take Physics or Chemistry.

Chairman Reavis: You are not, are you?

Mr. Tallman: You are under that. It is a recommendation. You get a letter on it saying you are not doing it.

Mr. Carrothers: No. Mr. Tallman, I tried my best to get the Association to take this regulation away from there. I didn't think it would work. Then Mr. Clevenger and Dr. C. O. Davis got economical and they decided to bring them all in that blanket recommendation, without separating them. We never write about that recommendation in our state.

Mr. Bradshaw: The answer is: Why the difference? In the high school you have physiology and hygiene taught.

Mr. Tallman: You teach it in the health program.

Mr. Bradshaw: Then I can see no reason for it here.

Mr. Tallman: I can't, either.

Chairman Reavis: Do you want to pass a vote of censure on Mr. Clevenger for writing about a recommendation?

Mr. Clevenger: On the point of writing about these things: We don't like to have these standards included with a lot

of recommendations that we don't pay any attention to. I feel just as he does about the matter. I don't think it makes much difference which the pupil has so long as he has a year of Laboratory Science for that experience. Why it includes Biological Science I don't know.

Mr. Tallman: I would rather have my boys take Physics any time than I would Biology.

Dr. Hotz: Mr. Chairman, I presume I am one of these people who believes in putting those recommendations in there. It is a policy. They are merely guiding principles. I don't believe anybody ought to be written to and told that he is violating definitely one of these recommendations. That is my position. I am one of these converts to Biological Science. I think the Biology course has gained the most in popularity and value during the last few years.

Mr. Taliman: It has gained more popularity because it is easier than some of the others. That's why it is more popular.

Dr. Hotz: It may be.

Professor Eliff: In the light of the findings of the Secondary School Survey, in the light of the findings of our own Standards Committee on our own standards and the standards of the other associations as well, and in the light of the investigation the Higher Commission has made, it seems to me perfectly clear that within a year or two we will be in posi-

tion to make a set of constructive recommendations that will be of great value. It is the opinion of your Chairman of the Standards Committee that pending the findings of these various studies we should go slowly, making the best use of what we have.

To simplify this matter I would make this suggestion: I have never understood from my own state that schools should be even advised on questions of recommendations. I would suggest that you take that type of action. Let these recommendations stand as such, with the provision that the schools can't be warned or dropped. I would even suggest that schools can't be advised on a recommendation. Is that satisfactory? [Agreed.]

Chairman Reavis: If that is the sense of the Commission on that question, I suppose that is settled. If Dean Edmonson had remained I had intended to call upon him for the benediction, but since he retired a long time ago I suppose we don't want to have the conference drag out and become a sort of anti-climax.

On behalf of the Commission, I should like to thank all of you principals who came in and expressed your views so frankly. I am sure that the Commission will profit from the suggestions you have given it. I am sure that I appreciate the opportunity of meeting them in this way. We are adjourned. [The meeting adjourned at nine-fifteen o'clock.]

REPORTS RELATING TO THE REVISION OF STANDARDS FOR INSTITUTIONS OF HIGHER LEARNING

I. REPORT FOR THE COMMITTEE ON THE REVISION OF STANDARDS

L. D. COFFMAN, *Chairman*

MY RESPONSIBILITY upon this program may be easily and quickly discharged. My association with this study has consisted largely in seeing that the Committee held to the purposes that were laid down originally for these investigations, and to put the motions that were made by members of the Committee. I can tell as well as anyone how to put a motion and how to count the votes.

I think, perhaps, it may be said that this study arose out of a feeling on the part of the members of this conference that the standards that we have employed for many years in judging higher institutions of learning in this region were more or less unsatisfactory.

True, they had served many useful purposes. They had helped to improve the material conditions of these institutions; they had helped to tone up the work; they had served as devices to get increased appropriations. They have stimulated boards of regents and boards of education to do what they could to improve the institutions over which they have presided.

But as time went on, we became more and more conscious of the fact that quantitative standards ignore many of the qualitative conditions that are fundamental to the intellectual life of any institution of learning.

Then, too, criticisms began to come in from various regions; criticisms of the manner in which the standards were being applied as well as criticisms of the standards themselves. So that this conference became even more aware of the importance of giving some study to the

standards with a view to arriving at a new set of criteria which institutions could apply to themselves, a new set of criteria that would stimulate self-improvement rather than induce institutions to conform to some minimum standard.

Discussion with regard to this matter grew in momentum until it culminated in 1931 in the appointment of a committee, a General Committee, consisting of:

Chancellor S. P. Capen, University of Buffalo
Dr. W. W. Charters, Ohio State University
President D. J. Cowling, Carleton College
Father A. C. Fox, John Carroll University
President H. M. Gage, Coe College
Dr. Charles H. Judd, The University of Chicago
President O. R. Latham, Iowa State Teachers College
President W. P. Morgan, Western Illinois State Teachers College
Dr. P. C. Packer, State University of Iowa
Dean Ellis B. Stouffer, University of Kansas
Dr. Henry Suzzallo, Carnegie Foundation for Advancement of Teaching
President E. H. Wilkins, Oberlin College
President James M. Wood, Stephens College
President George F. Zook, University of Akron
and myself, to consider the problem and to decide upon ways and means of studying it.

This General Committee, after a number of conferences, appointed a committee of experts consisting of:

Dean D. H. Gardner, University of Akron
President Homer P. Rainey, Franklin College
Dr. Arthur J. Klein, Ohio State University
Dr. Floyd W. Reeves, The University of Chicago
Dean M. E. Haggerty, University of Minnesota,

to make a preliminary survey of the problem and to report back.

This subcommittee made this survey and reported back to the General Committee, and the General Committee then

authorized Dr. Zook, President Gage, and myself to seek funds to conduct an investigation of the North Central standards. We applied to the General Education Board for money.

I was interested, in coming down on the train this morning, in reading a section of the report that I presented to this conference in 1931. At that time I stated that we held a meeting with the representatives of the General Education Board, in New York City, with a view to obtaining a gift or grant of money for the investigation. Then we held another meeting in Chicago where the General Committee had the services and experience of Dean Haggerty; he presented the tentative conclusions which the Subcommittee on Ways and Means had reached in visiting some sixteen different higher institutions of learning in this region. I think it is safe to say that the persuasive powers and convincing eloquence of Dr. Zook and Dr. Gage finally did the business in getting the money. These men did not exactly picture a new collegiate millennium, but they did go as far as their reputations for truth and veracity would permit them to go. And when you bear in mind that they belong to that species of academic animal that is not supposed to tell the truth, you will understand that no matter how far they went their consciences were not disturbed.

They got the money. Dr. Zook has already told you how much money was received. In addition, we taxed the institutional members of the conference \$25 each, thus raising something like \$5000 a year to contribute to the investigation.

Here are the points that were presented in 1931, points that we made with the General Education Board. We said:

1. Various standards of criteria now used as a basis for judging colleges shall, in so far as time and money will permit, be examined and tested.

2. That new standards of criteria, giving increasing consideration to the qualitative factors

and forces that determine the real essence or nature of our higher institutions of learning, shall be discovered if possible and formulated.

3. That we look forward to the formulation of flexible standards of excellence rather than to standards that shall be applied uniformly and that will limit or destroy initiative or experiment.

Finally, in our attempt to arrive at such standards or criteria, we declared that a few rather than many problems should be carefully studied and tested.

That was in 1931. We have moved along since then in much the way that any group of scientists would move in the study of a problem they were sensitive about; we are not entirely clear as to the techniques that should be employed in studying our problem. Every kind of technique that the General Committee and the Subcommittee could think of has been brought to bear upon this situation with a view to clarifying the points referred to in the four principles stated.

A year ago at this meeting, I reported the fact that we had made sufficient progress to justify us in saying that there were at least five principles which the Committee was holding in mind in its investigations. These were:

First, that a standard shall not be regarded as fixed but as referring to something that is alive and developing. To state this conclusion is to call attention at once to its importance. A standard that is alive and developing is never attained, and yet the effort to attain it stimulates constant achievement. There may be a certain amount of joy in achieving fixed goals, but the satisfaction that comes from continued growth due, let us say, to the responsiveness of schools to changing conditions, and to new knowledge about learning, circumscribes and encompasses the satisfaction one experiences in measuring up to some minimum requirement.

The second point we made a year ago was that a standard should be an induction, not something that we proceed

from. It must be understood that that principle, like the others, is true relatively, not absolutely. We know full well that the human mind moves from something to something; that where judgments are involved it goes from one judgment to another. No school can be evaluated without the application of something, and that something is in the very nature of a standard.

But the thing your Committee is vitally concerned with is that the North Central Association shall concern itself more with the animating motive and spirit of a school, with its ambition to achieve, its lure to learning, and the intellectual insight and instructional stimulation of the staff, than to things that can be counted and graded.

Our third point was that the North Central Association should be less a judge and more a creator. This means a fairly complete face-about policy. It means that inspectors will be educational missionaries, generally speaking, not mere examiners. It means that they will visit schools for the same reason that a superintendent visits a teacher—to help the teacher to do a better job of teaching.

Fourth, we said that the North Central standards should be statements of policy, not a mere skeleton or framework or outline of a scheme. We shall be able to report later in the morning what this statement of policy really is.

Finally, we said that the “standards” of the North Central Association should be such that a school will know whether it is improving and measuring up to reasonable conditions.

This study should have extended through another year, but we have speeded it up for various reasons, and we are presenting a report to you today which we realize is not complete in every respect. There are a lot of unsolved problems associated with it, but we think it is sufficiently complete to justify serious consideration on the part of this conference. We think it is satisfactory enough to put into operation, and we believe that it carries out the principles that we have described. We believe, furthermore, that it represents the new deal that we promised.

You will have a lot of unanswered questions as the report is presented. That is due to the fact, of course, that the Committee did not have sufficient time to answer these questions itself. But I think the general picture that will be presented will be sufficiently impressive and convincing to justify us in giving it a fair trial.

I believe we have arrived at the point now where the members of the Committee themselves, those who have been responsible primarily for the studies, should be permitted to make their reports, Mr. Chairman.

II. REPORT FOR THE COMMITTEE IN CHARGE OF THE STUDY

GEORGE F. ZOOK, *Chairman*

I think there is very little occasion for me to make any extended remarks this morning. I am personally happy at the prospect of the completion of this study. It has been a very interesting task for all of those who have had anything to do with it.

I am sure that all of you will recall that in the beginning we began to be suspicious that a number of the standards

under which the Association operates at the present time in connection with higher institutions were not necessarily valid, and that it would be desirable for us from time to time to make studies relative to individual standards.

These studies revealed the fact that they were not in all cases valid for the purposes that we had in mind. That meant that if the Association was going

to be true to its ideals, it would be necessary for us to make a comprehensive study. As the Chairman has doubtless indicated, negotiations with the General Education Board brought forth a fairly considerable sum of money, \$110,000, for the purpose of aiding the Association in the conduct of this work. That money was supplemented by an appropriation of \$5,000 per year for five years from this organization, making a total of \$135,000 available for the study.

The Committee which has been in charge of this study has, with the exception of the Chairman, worked very diligently at its task. I have myself been very much interested in the conduct of the work, but it has not been possible for me to show that interest by any considerable amount of work in connection with it. But I am happy to say that the others have been able to put in a very large amount of time. Dr. Reeves also found it necessary to withdraw some months ago, but his place has been taken in a very able way by Dr. Russell of the University of Chicago.

The report which is to be made by the members of the staff will reveal what may be termed an almost revolutionary procedure relative to the accrediting of higher institutions in the future. In general, we are recommending the elimination of specific standards that have to do with quantitative measurement. The principles which will henceforth operate in the accrediting of institutions will be very much more general in character, and the procedures for inspecting institutions will be superior to those which now obtain.

It has always seemed to me that one of the best things we could possibly do in connection with this work was to develop inspection procedures far better than they have been up to the present time. The report is going to emphasize the necessity of that kind of development.

At the same time I wish to point out that the emphasis in this report is by no means exclusively upon the mere matter of identifying institutions which are respectable enough to be placed on what we speak of as the accredited list. It is the hope of this Committee that much of the emphasis of the Commission in the future may be given to the process of stimulating those institutions which are already on the accredited list to do better than they have hitherto been doing. Hence, the function of stimulation, which perhaps has not been one of the virtues of the Association in either the field of higher institutions or secondary schools, should become and I believe will become one of the main functions of the Association.

I am not certain, but it has seemed to me that the interest which the Commission on Secondary Schools has taken in its problem of accrediting has been considerably stimulated and influenced by the example which has been set here in this Commission on Higher Institutions. If that is the case, we are very proud to have had something to do with the beginning of a movement which, I hope, will influence accrediting practices not only among the secondary schools but in all other parts of the country relative to both secondary schools and higher institutions.

III. ACCREDITING INSTITUTIONS OF HIGHER EDUCATION

M. E. HAGGERTY

A new program for accrediting institutions of higher education is herewith recommended by the Committee on the Revision of Standards. It is requested that

it be approved with the understanding that any newly-applying institution will be considered under the new plan, but that during the first year the Board of

Review be given discretionary power in dealing with institutions already members of the Association with reference to the use of the new or the old plan.

This recommendation grows directly out of the studies that have been made. Its essential features have gradually emerged as the investigation has gone forward. The present formulation does not have the finality of detail which some may think necessary to a workable program, but it offers a point of view and a framework of procedures that can be modified and made more definite on the basis of experience. Plasticity is necessary. The intent of the plan would be defeated if the Commission should insist upon a procedure that was replete with fixed measures of institutional excellence and a machinery of administration that was automatic and foolproof. Underlying the proposal is the intent to secure flexibility in accrediting activities and to stimulate continuous growth toward ideals of educational quality in institutions of higher education.

The recommendation is presented in two parts: (1) A Statement of Policy; and (2) A Manual of Accrediting Procedures. These two sections describe the proposed accrediting program. A third unit, which thus far has been referred to as the monograph, is in preparation. When completed this will contain such factual data, description of methods, and discussion of important issues as tend to clarify the more or less didactic materials of the other sections of the report. Immediate interest lies in these earlier parts which provide the working program.

Before considering the program itself you should be assured that the proposal is workable. The needed data can be secured from institutions seeking accreditation. The information that has been secured in the present investigation greatly exceeds in scope and in detail

that which will be required by this recommendation. It is clear, also, that the program is within financial and administrative possibilities.

The conviction held by those who have conducted studies that this is a sound plan is supported by the judgment of others who are familiar with its provisions. President Kent and President Rainey in 1932-33 used a preliminary form of the plan in inspecting a number of colleges for the Board of Review. In 1933-34 they used a second edition in another group of institutions. Both of these gentlemen, whose competence in the matter will be readily granted, have made important suggestions which have been incorporated in the plan as now offered, and both have expressed enthusiastic approval of its main features. Dean Dodge has read carefully a preliminary draft of the manuscripts. He attended a three-day meeting of the staff, participated in its discussions, and both orally and in writing contributed suggestions which have been accepted. The extensive field work for the study of college teaching sponsored by the American Association of University Professors gives him an unusual basis for judgment upon certain phases of the program. He has expressed his approval of the plan and the belief that it is workable. Finally, the Committee has kept closely in touch with the Secretary of the Commission. Dean Works is familiar in detail with the plan, having participated actively in all recent discussions of it, studied the manuscripts, and given the benefit of his judgment upon numerous matters. He has also edited the Manual of Procedures. The recommendation here made carries his complete approval, as he will tell you later in this meeting.

These preliminary statements are intended to dispel any suspicion that may arise, upon a first acquaintance with the plan, that it is visionary, and to assure

you that it is footed upon a firm ground of workability. It will be readily admitted that the plan is not as complete as it should be, that it is not of equal strength in all its parts, that study should be extended in numerous directions; but it is offered in its present form as a distinct advance over the method of accreditation now in use. It can be used if the Association will accept it. It can not be rejected upon the ground that it is impractical.

It is believed that the plan of accreditation offered by this recommendation is new both in method and in its probable influence upon institutions of higher education. Its adoption by the Commission and the full realization of its possibilities will reverse undesirable trends that have developed in accrediting practices. It will protect institutions from certain pernicious influences of the present methods, broaden thinking about the factors that give excellence to an institution, shift attention from minimum conditions of acceptability to higher qualitative criteria of worth, divert from the center of consideration the police functions exercised upon delinquent and defective institutions, and render the Association a source of stimulation to all its members.

As a first step in the consideration of this program it seems desirable to discard the word standard from our thinking. This is not proposed on the ground that standards are of no importance or that the word has not served a useful purpose in the past. It is because the concept of standard in the old sense is foreign both to the spirit and to the method of the new plan. This will become apparent as the plan is examined. If the proposal is as different from the present mode of accrediting as it is thought to be, it should not be handicapped with the old vocabulary, laden as it is with traditional connotations. Both the Statement of Policy and the

Manual of Procedures have been written without it. We have demonstrated, to ourselves at least, that standard is an unnecessary term and one likely to hamper the understanding of the new program.

As commonly employed, the word standard denotes a measure of institutional character to which an institution must approximate if it is to secure recognition. Measures of this type frequently have the advantage of being definite and statable in objective terms. Both experience and our studies show that there are few, if any, such items that have the crucial significance that has been attached to them. In the present body of standards, for instance, there is not a single one with the coercive value attributed to it, not one which an institution may not violate and still be a good educational institution. The endowment standard, the library standard, the number of departments standard, the abolished class-size standard, which some would reinstate, even the faculty-training standard, none of these alone, nor in fact all of them taken together, assure that an institution meeting them will be a good place for the education of youth. Such standards are partial abstractions from the total configuration of an institution, too imperfectly related to the institution as a whole to serve any useful purpose.

Nor would a substitution of other characteristics for those now employed, nor a mere multiplication of such partial items be a satisfactory solution for accrediting needs. The value of any factor in the case of a particular institution is relative to the presence of other factors. The proper evaluation of a salary level is dependent upon the size and location of the institution, and upon the conditions of tenure, provisions for retirement, insurance and housing, and the institutional plan for leaves of absence. The

holdings of a library become significant only in terms of the curriculum, methods of instruction, and provisions for the use of books. The necessary qualifications of a faculty must be considered with reference to the purposes of an institution, the character of the student body, and to the leadership of the administration. This interrelationship of factors is quite as important in determining the quality of an institution as is the presence of any or all characteristics when considered singly or by any simple method of addition. A plan is needed that will make possible a comprehensive judgment upon the educational worth of an institution; in such a plan the word standard plays no useful rôle.

There is also a reason grounded deep in human nature that calls for the abandonment of the old vocabulary. The procedure here offered proposes a new outlook upon the accrediting problem. It seeks flexibility and institutional growth in terms of differential purposes. Its catchwords should be ideals, growth, objectives, and individuality. The word standard does not mean these things. Its use in other areas than that of education signifies fixity of pattern or exactness of mold, concepts that diametrically oppose the essence of the new plan.

Then, too, in its long history as an accrediting term the word has gathered its own meanings. It implies minimal conditions of acceptability, uniformity of pattern, and, too often, mediocrity of status. Connotations like these interfere with thinking about a program shaped to permit variety and individuality. Our task is to create a plan of accrediting through which will flow the spirit of freedom and the urge of institutional growth. This is not easy in any case, and one of the hampering influences is the vocabulary to which we are accustomed. Hours, credits, points, courses, majors, units, semesters, degrees, standards are sym-

bols of status and not of processes. Their wide employment tends to mechanize our thinking about education. It would be fortunate if we could discard all of them and form a fresh vocabulary that would more adequately signify the vital character of education. While we seem unable now to do this completely, it is desirable that we minimize the use of all such terms in so far as possible. This we have done throughout the Statement of Policy and the Manual wherever educational processes are discussed. The new order requires that we shall change the furniture of our minds in thinking about education. As a step in this direction we propose to abandon the old term altogether. It will greatly help in this endeavor if the Commission will consent to get on without it.

If we rid our minds of the concept of standards as hitherto employed, the proposed "Bases of Accrediting" (Statement of Policy, Section III, p. 6) can be understood. This statement reads as follows:

An institution will be judged for accreditation upon the basis of the total pattern it presents as an institution of higher education. While institutions will be judged in terms of each of the characteristics noted in this statement of policy, it is recognized that wide variations will appear in the degree of conformity realized. It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects. The facilities and activities of an institution will be judged in terms of the purposes it seeks to serve.

The new policy as here given proposes to substitute for the partial and inadequate standards now employed a comprehensive institutional pattern. In this pattern features of institutional quality such as in the old plan operated as standards now appear as characteristics, but they are bereft of their unique power of life or death to institutions. In order to give visual expression to what is implied by the total pattern of an institution

there is offered an Institutional Pattern Map. The vertical lines on this figure represent the distance between zero and 100 per cent. They are cut by horizontals at the tenth, twenty-fifth, fiftieth, seventy-fifth, and ninetieth percentile points. Each of the successive columns from left to right represents an institutional characteristic that is of some importance in estimating the quality of the institution. Zero on this map is the point below which no institution falls; one hundred is the highest point reached by an institution; fifty is the median point of all institutions. It is proposed that this basic pattern map be used in picturing the character of any institution under consideration. It will be printed in manageable size for the use of the secretary, the inspectors, and the Board of Review.

The pattern of institutional characteristics described on this map embraces two or more items relating to each of the following fields; faculty competence, faculty organization, conditions of faculty service, curriculum, instruction, library, induction of students, student personnel service, administration, finance, physical plant and institutional study. No intrinsic reason makes the given arrangement of these items coercive, nor, in fact, is any one of them absolutely essential to a useful picture. The several characteristics are not of equal weight but all of them are recommended for inclusion. For some of them there is convincing statistical evidence; for others the support lies primarily in logical and theoretical considerations. Some that have only minor values in themselves are useful implements to items that have greater intrinsic merit. Some have been omitted that might be useful in certain situations.

These characteristics and their present arrangement are not offered as a fixed pattern. It is expected that experience will lead to modifications, some of which

may be thorough-going. The significance of individual items may be greatly altered as intellectual, social, political, and economic changes infringe upon the structure and activities of educational institutions. Shifts and changes within institutions may greatly alter the relative importance of the several elements of the pattern. The chief merits of this particular device may, in the long run, be found to lie in its general framework rather than in any of its details. Such merit will arise from the fact that the operation of the proposed plan of accreditation will necessitate its own growth to give a continuously adjusted new deal in college evaluation.

Because of the special importance attaching to them at this time, the characteristics relating to athletics are set out on a separate section of the map. Most of these items are covered in other sections of the picture but something is gained by bringing them together in one place. Clearly it would be possible to treat other matters, such as extension work, summer session, or special departments, such as music, in similar fashion. It has not seemed necessary to do so at this time.

To illustrate the use of this device a wall chart is given. Upon the basic map is described the pattern of two institutions, one a very good institution and one a poor institution. Both are four-year liberal arts colleges at present accredited by the Association. It is clear that these two institutions are far apart in respect to almost every measurement given. The one reaches or approaches the best ten per cent of institutions upon almost every item. Seldom does the other institution rise above the fiftieth percentile; frequently it falls to the lowest twenty-fifth and often to the lowest depth. The institutional lines drawn upon this figure represent what is meant by the "total pattern" of institutional quality. It shows

FACULTY																				CURRICULUM				INSTRUCTION				LIBRARY										
Faculty Competence							Faculty Organization					Conditions of Faculty Services								General	Advanced	Special	Organizational	Administrative Concern	Scholarship	Adjustment	Mark and Examinations	Alertness of Faculty	Holdings		Expenditures							
Doctors	Masters	Students	Experience	Books	Articles	Memberships	Meetings	Program	Ratio	Fields	Training	Organization	Meetings	Committees	Salary	Tenure	Load	Recruiting and Appointment	Aids										Leave	Retirement	Insurance	Housing	Recreation	Reference books	Periodicals	Books	Library salaries	
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THE MEDICAL ART

seventy-six different measures of excellence and makes possible a judgment that comprehends the institution as a whole.

It is a part of the policy here recommended that no single deficiency in this pattern shall disqualify an institution for membership in the Association. In the section already quoted is this statement: "It is accepted as a principle of procedure that superiority in some characteristic may be regarded as compensating, to some extent, for deficiencies in other respects." No technique is offered for the mathematical management of this principle. The varieties of situation are numerous and an adequate formula would be too intricate for practical purposes. It is believed, however, that with the total pattern of an institution described in this manner, and with the report of the in-

spection at hand, the officers of the Commission will be able to deal fairly with different situations as they arise. The method places upon these officers the responsibility for making a sound and comprehensive judgment with all facts before them. From such responsibility there is no escape in any case.

The interdependence of the several factors of institutional quality is a matter to be kept in mind. These relationships are not satisfactorily portrayed upon the pattern map. Devices adequate for this purpose would complicate the contour of the pattern and destroy the simple but comprehensive picture of an institution. In the Manual to some extent, but more in the monograph, these relationships are treated for the guidance of those concerned with accrediting.

a superior educational program; the weakness of the second administration permitted even better resources in the faculty to operate at a distinctly less effective level. Thus it seems clear that the value of a fairly competent faculty is dependent upon the quality of the administration. Now it is the peculiar merit of the pattern map that it brings the whole institution into consideration at one time. In doing so, it induces caution against overreliance upon single features of institutional quality and facilitates the understanding of interdependent characteristics.

A crucial question which must be answered in connection with this proposal for the use of the total pattern is this: "Can the Board of Review, the secretary, and the inspectors make the comprehensive judgment which the method requires?" The first answer is that they do make such judgments under the present plan. Frequently they must make decisions upon inadequate information. It is fair to conclude that they will be helped to meet this inescapable task by the increased amount of accurate information which the new plan guarantees.

The second answer lies in the experience of those who have visited institutions in connection with the present study. Each of these persons gave at the close of his study of an institution a general rating based on the character of the institution as a whole. These ratings were made independently, without conference, and in some cases with considerable intervals of time between them. When the ratings were brought together after all inspections had been completed they revealed an agreement that supports such use of comprehensive judgment as is required by this plan. Coefficients of correlation based upon fifty-six institutions range from .85 to .90 for one rating with another. It should be pointed out that less information about

the institution as a whole was available to these investigators at the time of making judgment than will be available to the officers of the Commission at the time judgment is required of them, and further, that the need for placing an institution in its particular niche in a whole array will be much less in the latter case.

Support for this confidence in the feasibility of the comprehensive judgment of an institution as a whole may be gained from analogous practices in other areas of scholarly and practical endeavor. The bearing of these similarities upon the logic of our approval have been pointed out by persons who have studied our materials.

It may be justly claimed that the plan here offered has been inductively developed since it has emerged gradually and piecemeal as our study has progressed, but a competent sociologist who has studied these maps in some detail has proffered the comment that both the principle involved and the device of representation are in keeping with the present trends in the evaluation of institutions other than those in education. His judgment of approval upon the plan is, therefore, supported by scholarship in a related but diverse field.

The analogy with medical practice may at first seem more remote. One development in this field, however, is pertinent, namely that of comprehensive diagnosis. In no area of human life has knowledge advanced along specific lines so rapidly and so far as it has in medical science. Analytic techniques for the discovery of minute and specific physiological and pathological processes have been multiplied greatly through research. While this is true, a parallel development has been the increasing tendency to study a sick man as a whole organism. In a very serious case of illness a dozen specialists may be called in, each to discover through his own special method whatever

maladjustment he may find. The final diagnosis, however, is made with all these separate findings on the table and by a physician, or a group of physicians, who take all the separate items into account. To use our own phraseology, the "total pattern" of the patient is made the basis for remedial treatment.

The citation of these analogies, which could be multiplied in the fields of psychology and economics, and in other areas of education, are now given as *ex post facto* supports to the logic of the plan of accrediting here offered.

It should be pointed out that the proposed plan does not imply accreditation upon the basis of general principles in the absence of factual data. Quite the contrary. Vastly more information will be needed under this plan than under the old one. This will be evident from even a cursory examination of the pattern map. More areas will be covered; they will be studied in more detail, and more accurate methods of examination will be used. The point is that the accumulation of these data is only preliminary to a comprehensive personal judgment made in the light of the principles here set forth.

It follows from these considerations that the officers of the Commission and the inspectors who visit institutions shall be competent and experienced persons. The greatest care should be exercised in the choice of inspectors. Under this plan, inspection assumes greater importance than under the old plan. Reliance upon individuals largely because they happen to be available or because they are near to the institution to be inspected, but who are unacquainted with the character of this program will surely weaken, if not defeat, its operation. Only thoroughly competent individuals should be chosen as inspectors. They should be mature persons who, themselves, have participated actively in the building of a

high grade institution. They should visit a number of institutions of varied types in order to develop the perspective needed for sound judgment. Upon these agents of the Commission will fall the primary responsibility, not alone for determining the welfare of individual institutions but also the fate of the accrediting agency they represent. It is believed that best results will follow if inspectors are chosen from persons actively engaged in institutions. While some continuity in the work of inspection should be provided, it is deemed undesirable to create a permanent inspectorial staff, the members of which are detached from institutional obligations.

The device of the pattern map is subject to modification in a number of ways. If interest centers in the junior college, for instance, it is possible to describe upon the map a line representing a group of good junior colleges, thus facilitating the comparison of a single institution with a norm for its type. Similar special maps can be made for colleges educating teachers, for engineering schools, for schools of music, and so on through a long list.

Another basic principle in this new plan is that institutions shall be judged in terms of their declared functions. Section VI of the Statement of Policy reads as follows:

Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education.

Every institution that applies for accrediting will offer a definition of its purposes that will include the following items:

1. A statement of its objectives in general education.
2. A statement of the occupational objectives, if any, for which it offers training.
3. A statement of its objectives in individual development of students, including health and physical competence.

This statement of purposes must be accompanied by a statement of the institution's clientele showing the geographical area, the governmental unit, or the religious groups from which it draws students and from which financial support is derived.

The facilities and activities of an institution will be judged in terms of the purposes that it seeks to serve.

The method by which this declared policy is to be rendered effective is given in the Manual. The pattern map gives no separate place to this principle, because it is not a separate and discrete factor. It threads across the entire map, determining the values given to all the items there listed. The qualifications of a faculty, the curriculum, the library, the administration, or the character of the student body may be excellent or inadequate in terms of the institutional objectives sought.

Responsibility for declaring its purposes rests upon an institution. It is assumed that the declared objectives will fall within the accepted patterns of higher education, that they will be stated comprehensively and unequivocally, and that the institution provides the facilities necessary for their realization. It will fall within the province of the Commission to examine an institution in the light of its purposes and to evaluate its facilities and activities to the degree to which these purposes are achieved.

In the present state of vagueness and confusion about the aims of higher education it will be a wholesome activity for institutions to seek improvement through more careful definition of their objectives. To assist in this process of clarification the Manual describes four principles that should be observed in the formulation of purposes. These principles are noted as clearness of conception, scope, acceptance by the faculty, and relation to activity. In terms of these criteria the purposes of an institution will be judged.

One further principle of general implication should be noted. It is declared in the Statement of Policy that the individuality of institutions will be protected:

In its accrediting procedures the Association intends to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution. Uniformity in every detail of institutional policies and practices is believed to be not only unnecessary, but undesirable. Well conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged.

Institutions of higher education are not alike. They differ in aims, in organization, in facilities, in methods of operation, in tone and atmosphere, in level of achievement, and in many other ways. Many of these differences are felt by institutions to be important; some of them undoubtedly are important and no accrediting agency should be responsible, either directly or indirectly, for destroying them.

No catalogue of desirable individual qualities is offered, but uniformity in institutional policies and practices is repudiated as an aim of the Commission, and the encouragement of experimental attempts to improve education is declared to be a fundamental policy.

It is intended that this declaration shall not be an idle dogma. The whole program here offered, the abolition of standards, the concept of the total pattern, the principle of compensation, the accrediting in terms of purposes, the en-

couragement of experimentation, all are related to a single general purpose of making the accrediting procedures of the Association contribute to the improvement of individual institutions. The restrictive influence incident to the enforcement of single partial standards, the inevitable tendency to produce uniformity in institutional pattern, indifference to the varying purposes of institutions, crystallization of activities upon a minimum level of acceptability—it is intended that none of these shall survive under this plan.

While we are in the realm of general considerations attention should be called to Section XVII of the Statement of Policy reading as follows:

An institution should continuously study its policies and procedures with a view to their improvement and should provide evidence that such useful studies are regularly made.

Consideration will be given to the means used by the institution in the investigation of its own problems, to the nature of the problems selected for study, to the staff making studies, to the methods employed, to the attitude of the administration toward and the support given to such studies, and to the manner in which the results are made available to the faculty, the administrative staff, and the interested clientele. It is recognized that such studies may be of many sorts, ranging from small inquiries of immediate service value to elaborately conducted experimental investigations. They may deal with any phase of the work of an institution, such as administration, curriculum, student personnel service, instruction, or any other matter of immediate or remote concern to the institution. An institution will be requested to provide typed or printed copies of completed studies.

This section is treated in the Manual, and items in the schedules seek the necessary information to make it an effective instrument in accrediting. Its obvious purpose is to stimulate vital and healthy activities in institutions and to prevent stagnation upon the lowest level upon which accreditation may be secured. That some institutions have regarded membership in the Association as a haven

of rest is apparent. They have not exerted themselves to rise above the marginal plane of acceptability. This is unfortunate for the institution. It is also unfair to students who have the right to live in an atmosphere of constant endeavor. Complaisance, self-satisfaction, provincialism, retarded growth—these are poisonous elements in an institution designed for the stimulation of youth.

It is the heart of the new plan that institutions shall not stand still. They must be constantly on the alert to improve their services to students. The spirit of inquiry and progress must permeate them. To this end the plan proposes to inquire of every applying institution, and periodically of all its members, what studies they are making, what experiments they are conducting for the improvement of their practices. It is not intended that the Commission shall lay down a pattern for such studies, nor specify in what fields they shall be made. The purposes of this policy will be achieved if institutions will set themselves vigorously to any of the many things that lie at hand. The unforgivable sin in this connection is indifference.

The plan provides that the Association shall itself confirm the value of this principle by engaging in a continuing examination of its own procedures. This principle for the Commission is announced in Section XIX of the Statement of Policy here quoted:

The effect of this program of accrediting upon the welfare of institutions is the vital matter in its formulation and adoption. Continuous study leading to adjustment and improvement is accepted as necessary to the full fruitage of the plan and will be considered an integral part of the regular accrediting activities of the Association. It shall be the policy of the Association to study the operation of the principles given in this statement of policy and of the detailed procedures described in the Manual of Procedures.

In pursuit of this policy the Board of Review will collect periodically from member in-

stitutions such information as will contribute to the procedures of accrediting and will reveal the changing character of these institutions. The results of such studies as are made of data so collected will be regularly reported to the Commission on Institutions of Higher Education.

The new plan does not pretend perfection. Quite the contrary, it is conceived on the assumption that it must change as conditions change and grow as new knowledge can be made available. Should the present formulation be accepted as a completed program its intent and purpose would be defeated. Just as institutions may be expected to improve themselves through a study of their own problems, so may the Association be expected to provide immunity against stagnation by a continuous examination of its procedures. It is, therefore, proposed as a part of this plan that the office of the secretary shall be a center for the collection of data, for their examination by such methods as are appropriate, and for the development of improved procedures. The police functions of this central agency should be minimized and its research functions expanded. Year by year the secretary should formulate and carry through studies designed to clarify and improve accrediting practices. He should have the staff and facilities needed for this purpose, and his studies should furnish the knowledge required for improving the Statement of Policy and the Manual of Accrediting Procedures.

By this means it is intended to capitalize the present investigation and to make continuous the revision of the Commission's accrediting policies and practices. The most significant service of the Committee of Fifteen lies not in the fact that it now offers an immediately useful plan of college accreditation, but that through its investigations it has developed a prophylactic by which the Commission can constantly protect itself

against hardening of its arteries and the functional hypertensions incident to decay.

This statement has been confined to an exposition of the general principles underlying the recommendation. Methods of operation are given in the Manual of Procedures which may be thought of as a laboratory guide. In its description of methods of inspection and in its definition of criteria, it provides the techniques necessary to make the Statement of Policy an effective instrument of accrediting.

It has been the intent to formulate the techniques of operation so as to assure the realization of the principles embodied in the Statement of Policy. Some of the items and many of the methods included are new in accrediting practices. They should be examined and judged in the light of the fundamental purpose set forth in this discussion. The meaning of these details of operation will be apparent only when they are considered as integral parts of the whole plan. If the general plan is accepted many possibilities remain of modifying the elements of procedure. This liberty of adjustment is greater because no single item in the total pattern has the crucial significance attaching to the old standards. There is probably not one considered singly which could not be omitted and the omission still leave an effective plan of accrediting.

It is recommended that the Statement of Policy be adopted by the Commission. It would be unwise to adopt the details of procedure. To do this would solidify and harden a plan of operation that should remain elastic and constantly subject to growth. It is the very heart of the new plan that it remain flexible, that its techniques of operation be constantly adjusted to the supreme purpose of stimulating institutions to become better places for the education of youth.

IV. THE NEW ACCREDITING PROCEDURE WITH REFERENCE TO FINANCE, ADMINISTRATION, PHYSICAL PLANT, AND ATHLETICS

JOHN DALE RUSSELL

Dean Haggerty in his paper has outlined the principal features of the procedure that is being recommended for the accreditation of institutions of higher education by this Association. It is the purpose of this paper to discuss in some detail the kind of information that will be collected and used in considering four specific aspects of the institution—finance, administration, physical plant, and athletics. The paper will point out not only the matters that are to be considered but in the case of many items will indicate the reasons for suggesting that they be considered by the Association in the accrediting of institutions. The procedure by which items were selected for inclusion will be illustrated in a number of cases.

Sufficient time is not available to give in detail all the supporting evidence for every item that is suggested for inclusion in the accrediting process. This evidence will appear in a later publication, a series of monographs presenting all the supporting evidence gathered during the investigation. In this paper matters related to finance will be discussed in more detail than those connected with administration, physical plant, and athletics. The methods used in the study can be illustrated from the financial items without the presentation of similar details for the other phases.

The study may be generally described as consisting of three steps: (1) the collection of a large number of items of information in each of a representative group of colleges and universities, the only items collected being those that have some conceivable relationship to institutional excellence; (2) the sifting of these items of information by means of statistical analyses to determine which

ones are positively associated with institutional excellence; and (3) the assembling of the items so selected into a workable plan to be set up as the accrediting procedure of the Association.

CRITERIA FOR EVALUATION

An essential feature of a plan of accrediting is ability to distinguish strong institutions from weak ones. An investigation of the value of various items of information in making such discrimination among colleges requires first of all some reasonably valid index of institutional excellence against which items may be tested. In the sections of the study considered in the present paper the chief reliance has been placed on a subjective rating made by the investigators who visited each of the 57 institutions included in the study.

This subjective rating is a composite of the individual ratings made by Dean Haggerty, Dean Gardner, and Professor Reeves and Mr. Gregg. Each of the three sets of investigators ranked each of the institutions included in the study on the basis of subjective impressions of its general excellence. Although each set of investigators was primarily concerned with different phases of institutional activities, they agreed remarkably well on the rating for general excellence. This agreement may be expressed statistically by stating that the coefficients of correlation of the ratings with each other were all .85 or better. The composite ranking constructed from the data of the three individual ratings correlates .95 with each of the individual ratings.

This procedure for setting up a criterion of general excellence may sound a bit unscientific as it has been described. As a matter of fact every test that could

be made indicated that this composite rating is both a reliable and a valid index of general excellence within the group of institutions. Intensive analysis has only served to increase the confidence of the investigators in the validity of this criterion.

In order to be doubly sure, however, the sole reliance has not been placed on this one criterion. Every item on which this paper reports has been checked against a number of other criteria of institutional excellence. These additional checks have also served to increase the confidence of the investigators in the findings of the study. It can be stated with some assurance that the use of any reasonable criterion of institutional excellence as a test of the results would make no change in the conclusions of this investigation.

Furthermore, it may be pointed out that the statistical check of the items is after all only an incident, although a very important incident. The first check and the last check is not statistical but logical. No item has been considered for inclusion in the accrediting process unless there is some logical grounds for thinking that it has a relationship to institutional excellence, and even after the statistical proof has been assembled, the inclusion of the item in the accrediting process must be justified on theoretical grounds as well as by means of the statistical evidence.

FINANCE

For many years the Association has laid great stress upon the financial condition of an institution in considering it for accreditation. In fact the financial standards have come to be considered the most crucial test of the admissibility of an institution for membership, particularly in the minds of the administrative officers of colleges that have not been so accepted. There are undoubtedly a good many col-

lege presidents who have mentally paraphrased the Sermon on the Mount so that it reads: "Seek ye first \$500,000 of endowment and all these things (faculty, curriculum, library, tone, etc.) shall be added unto you."

In view of the dependence that has been placed on certain financial items in the accrediting procedure, it is important to test out the degree to which excellence of institutions can be discriminated by the use of these items of information and also to determine whether other financial facts not at present a part of the accrediting procedure may possibly afford a more valid index of institutional excellence. In order to consider this question impartially it is desirable to forget the present financial standards entirely for the moment, and to consider the whole matter *de novo* by asking such questions as: Why should the Association pay any attention to the finances of an institution in considering it for accreditation, and what financial facts will yield the information that is most valuable in judging the general excellence of an institution?

It seems clear that the only purpose of giving consideration to financial matters in the process of accrediting is to ascertain whether or not the institution has reasonably adequate financial support for its educational program. This principle immediately lays the emphasis on income and educational expenditures rather than on assets. There is no reason to believe that there is any intrinsic merit in the accumulation of assets as such—it is only as income is effectively and continuously applied toward meeting the objectives of the institution that the excellence of the program is affected.

On this theoretical basis there would seem to be three important characteristics of a satisfactory financial situation for member institutions: *first*, the expenditure per student should be adequate for the support of the educational program;

second, income should be from sources such that exploitation of students is avoided and the type of pressure obviated that might lead to introduction of unsound academic practices in order to maintain income from fees; and third, the finances of the institution should be on a reasonably stable basis. The relation of institutional excellence to each of these financial factors will be considered.

tionship is portrayed graphically on Figure 1. In this chart junior colleges and Catholic colleges have been excluded because of the obvious differences in the financial situation between such institutions and the four-year colleges and universities. In statistical terms this relationship is expressed by a coefficient of correlation of $+0.40$. This coefficient, although not high, is substantial and

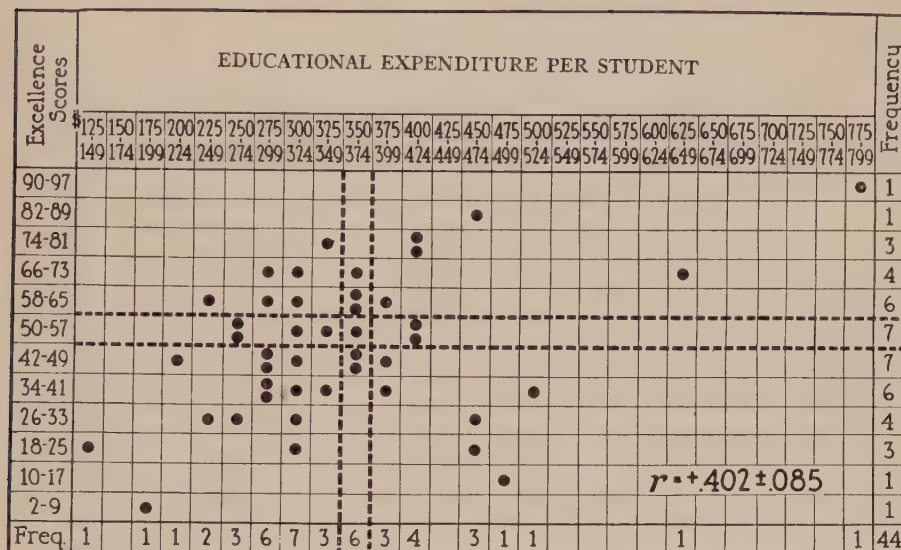


FIG. 1. RELATIONSHIP BETWEEN EXCELLENCE SCORES AND EDUCATIONAL EXPENDITURE PER STUDENT. (Junior Colleges and Catholic colleges omitted)

Expenditure per Student. Evidence that institutional excellence is positively related to expenditure per student for educational purposes has existed for some time. In a report presented to this Association six years ago, Dr. F. W. Reeves showed conclusively that institutional excellence can be estimated more accurately from a knowledge of expenditure per student than from a knowledge of the amount of endowment possessed by the institution. In the present study the relationship between expenditure per student for educational purposes and institutional excellence is about the same as has been found in the previous studies. This rela-

indicates a strong probability of some relationship.

Previous investigations have indicated that a factor interfering with the analysis of the true relationship between expenditure per student and institutional excellence is the size of the institution. These studies have shown that, other things being equal, expenditure per student for a given quality of educational program has a strong tendency to be larger in the small institution than in the large one. The previous studies have not yielded definite results that would show conclusively the ranges of enrollment in which this relationship operates or the exact

amount of the effect thereby produced.

It might be pointed out that this principle of the necessity for larger financial support per student in the small college than in the large one has been recognized for years by the North Central Association. The present financial standards, as related both to endowment and to income, make the minimum amount required per student progressively less as the size of the institution increases. A college of 200 students has a minimum requirement of \$2500 endowment per student; in a college of 1000 students the minimum requirement is only \$900 per student; for 2000 students it is \$700 per student; and so on.

As a part of the present study an intensive analysis of the relation of size of enrollment to cost was undertaken. It proved possible to hold reasonably constant the factor of quality, or educational excellence, in several groups of institutions and thus to study directly the relationship between size of enrollment and expenditure per student. Figure 2 shows the trend of this relationship in one of the groups of institutions studied.

It will be observed that the indication from this chart is that after an enrollment of approximately one thousand students is reached there is no further effect on expenditure per student, but as enrollment falls below this figure the amount of expenditure per student for a given quality of education increases, at first slowly and then with increasing rapidity.

A number of curves of the type shown in Figure 2 were drawn, based on different quality groupings and on different financial items. All these curves prove to be surprisingly similar, indicating the probability that a fundamental relationship exists between size of enrollment and expenditure per student. A generalized statement of the relationship based

on the curves yielded by the data of this study permits the calculation of a corrective figure that can be applied to the observed expenditure per student in all institutions so that the data for expenditure per student may be corrected and thus become comparable regardless of the size of the institutions concerned.

One of the important features of this analysis of the relationship between size

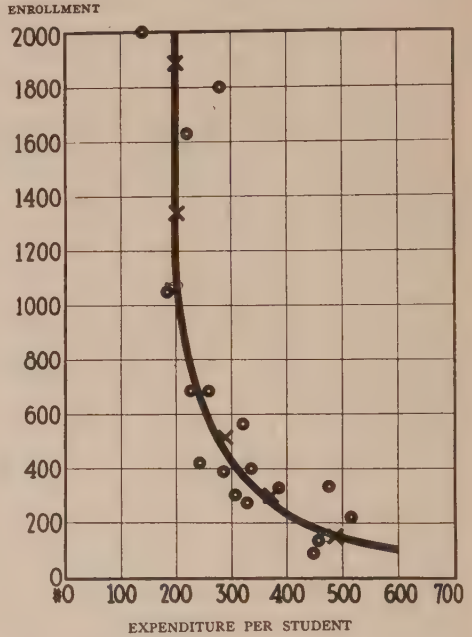


FIG. 2. RELATIONSHIP BETWEEN ENROLLMENT AND EXPENDITURE PER STUDENT IN A GROUP OF INSTITUTIONS RELATIVELY HOMOGENEOUS WITH RESPECT TO EXCELLENCE.

of enrollment and expenditure per student is that the relation is a continuous one with no gaps or sharp breaks in the curve or in the set of corrections to be applied to the observed data. By way of contrast it might be pointed out that the present financial standards of the Association are written in terms of units of 100 students. Thus, according to the present standards, for each additional 100 students beyond the minimum 200, the institution must have \$50,000 addi-

tional endowment. Two institutions differing by only two or three students in size of enrollment may have requirements for endowment that differ by \$50,000 if one is just under while the other is just over the line at which the additional amount of endowment is required. This seems unjust. It would be fairer to have the requirement apply to

in the Manual. It consists of a series of multipliers, one corresponding to each size of enrollment. The appropriate multiplier is to be applied to the observed expenditure per student in order to eliminate the effect of the size of enrollment on the financial data. Figure 3 shows what happens to the relationship between the criterion of educational

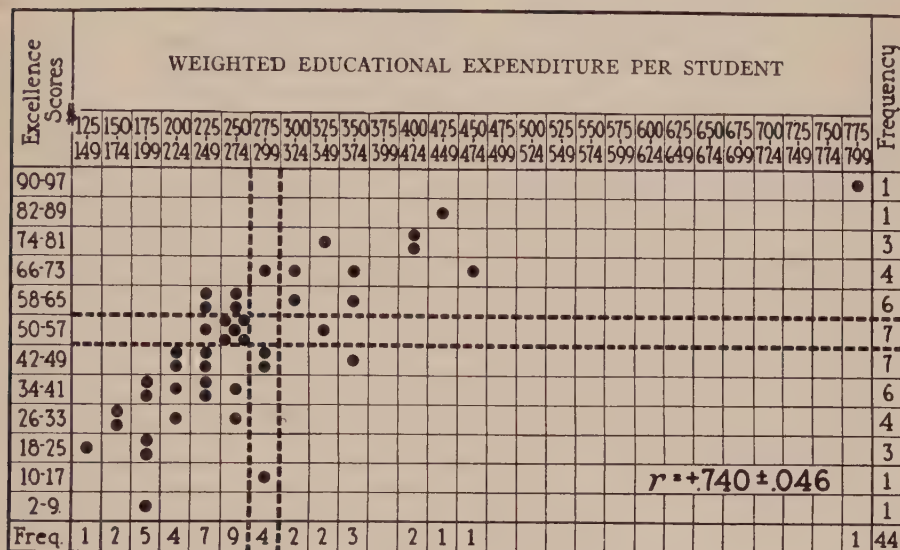


FIG. 3. RELATIONSHIP BETWEEN EXCELLENCE SCORES AND WEIGHTED EDUCATIONAL EXPENDITURE PER STUDENT. (Junior colleges and Catholic colleges omitted.)

small categories of enrollment, possibly as small as 10 students. The continuous nature of the weighting curve as shown in Figure 2 makes possible the deriving of corrective figures for categories of enrollment differing by only a few students.

From this analysis of the relationship between enrollment and expenditure per student in groups in which the institutions had little variation in educational quality, there has been derived a table of corrective weightings to be used in adjusting the observed expenditure per student so that it will be comparable to similar data for other institutions regardless of size. This table is presented

excellence and the educational expenditure per student when these weightings are applied to the financial data that were previously exhibited in Figure 1.

It will be observed by comparing Figure 3 with Figure 1 that the cases all tend to lie much closer to the diagonal of the diagram in Figure 3 than in Figure 1. This indicates clearly that the true relationship between educational expenditure and institutional excellence is greatly clarified by eliminating the effect of enrollment through the use of the weighting technique. In statistical terms the coefficient of correlation between weighted educational expenditure per student and the criterion of educa-

tional excellence is $+ .74$, or almost double the size of the relationship with the unweighted data. This is a rather high correlation for any type of educational data. For example, it is a considerably closer relationship than is usually found for the very best prediction of success of students in college based on entrance data. In other words, by using this measure of financial expenditure per student alone, the Association could estimate the educational excellence of institutions applying for membership with much greater accuracy than most colleges in the country can estimate the future academic success of entering students from data known at the time of admission.

Incidentally it may be noted that the same type of improvement shown by the comparison between Figures 1 and 3 is observed in the use of the weighting for financial data no matter what criterion is used as a measure of educational excellence. In the case of every other criterion tested the weighting markedly improves the relationship between educational expenditure per student and the independent measure of excellence.

The investigators were not satisfied with testing this table of corrective weightings in merely the one group of institutions included in the present study. It happens that data for two other groups of colleges are available, with accurate information concerning educational expenditure per student and reasonably reliable ratings on general excellence. The correction of the financial data for size of enrollment by the table of weightings in each of these two other groups of colleges improved the relationship between excellence and expenditure per student about as much as in the case of the present study. These rigid tests that have been made are convincing evidence of the general validity

of the table of corrective weightings and give confidence that its use will enable the making of accurate comparisons of financial data among institutions of different sizes.

It should be noted that the present study did not afford opportunities to explore adequately the relationship between size of enrollment and cost per student in the higher ranges of enrollment. A sufficient number of cases of large institutions were not included in the present study to enable the accurate determination of how the curve behaves beyond an enrollment of 3,000 students. There is just a suspicion that in the institutions of very large enrollment the cost per student may again rise. As a practical matter this relationship is not particularly important for it is seldom that an institution of more than 3,000 students is up for consideration in the accrediting process, particularly under conditions in which the financial status is a vital matter. The institutions coming before the Association for review and for admission to membership are almost exclusively within the range of enrollments for which the weighting curve seems to have satisfactory validity.

The investigation of the effect of the size of enrollment on cost per student was based on a group of institutions reasonably homogeneous with reference to type of program. As has been pointed out previously, junior colleges were excluded from the study. It is necessary, however, to answer at least tentatively the question as to the effect of scope of program on the cost per student. The principal need for a correction on this point arises in the case of the junior colleges. Unfortunately the number of junior colleges included in the study was not sufficient to afford an adequate basis for the final determination of this matter.

The technique used in the study was

to calculate the expenditure per student in the junior colleges, weighted for size of enrollment, and then to compute the average correction that would be necessary to bring the weighted expenditure data for these institutions into line with that of four-year colleges of similar educational quality. Experimentation was carried on with several different procedures for deriving a corrective factor for the junior colleges. The conclusion was reached that the expenditure per student in the junior college should be multiplied by 1.78 in order to obtain a figure that would be comparable to expenditures per student in a four-year college of similar quality. This multiplier is very close to a figure derived in a different study using entirely different methods for determining the relationship between cost of education in junior colleges and the cost for four-year colleges. While this correspondence indicates that the figure is not far from what it should be, the limited number of cases on which it is based leads to the recommendation that this multiplier for the junior colleges be considered tentative until more data are available for its accurate determination.

A suggestion may be made that some correction may also be necessary to account for the added cost of programs at the graduate level. Extensive analysis was made of this problem also. An important factor in this situation is that the scope of program in four-year colleges and universities is closely associated with size of enrollment. The correction that might be necessary for scope of program in such institutions seems to be comprehended in the table of weightings that has been developed for size of enrollment. The studies that were made indicate that if any correction were to be applied to account for graduate programs, it would be very small and might be neglected without introducing any appreciable error. Furthermore it may

be pointed out that under present conditions it is not often that an institution with any considerable program of graduate work is up for consideration before the Association under any circumstances in which the financial data would be of much importance.

The use of the corrective weightings for educational expenditure per student makes it possible to draw comparisons between and among institutions without further classification. Thus the weighted expenditure per student of a given college may be compared with the general average of a group of institutions, or the college may be located at a definite point in the percentile distribution of all institutions. Comparative data gathered in this investigation may be used in the accrediting procedure in the manner suggested. The position of a college on the matter of its educational expenditure per student may be plotted on its pattern map in terms of its general status among a representative group of institutions.

Sources of Income. The second item of importance in judging the finances of an institution is the sources of its income. The North Central Association has for years maintained a standard relating to the proportion of the minimum income that should be derived from student fees. It seems desirable therefore to investigate the relationship between this factor and the excellence of the institution. The most convenient method of expressing this factor in numerical terms is to compute the total income from students and to find the percentage that this figure is of the total educational expenditure of the institution. Figure 4 shows a scatter-diagram of the relationship between percentage of income from students and institutional excellence for the fifty-one institutions included in this study.

It will be observed in Figure 4 that there is no tendency for the cases to

group themselves along the diagonals of the diagram. The coefficient of correlation is low, only $+.16$, and such relationship as exists is just the opposite from that which has usually been assumed to exist—that is, the better institutions tend slightly to have a larger

eration of the standard of the North Central Association has entirely eliminated the type of institution that might provide evidence concerning the unsoundness of the condition in which too large a percentage of the income is derived from students. Very few of the in-

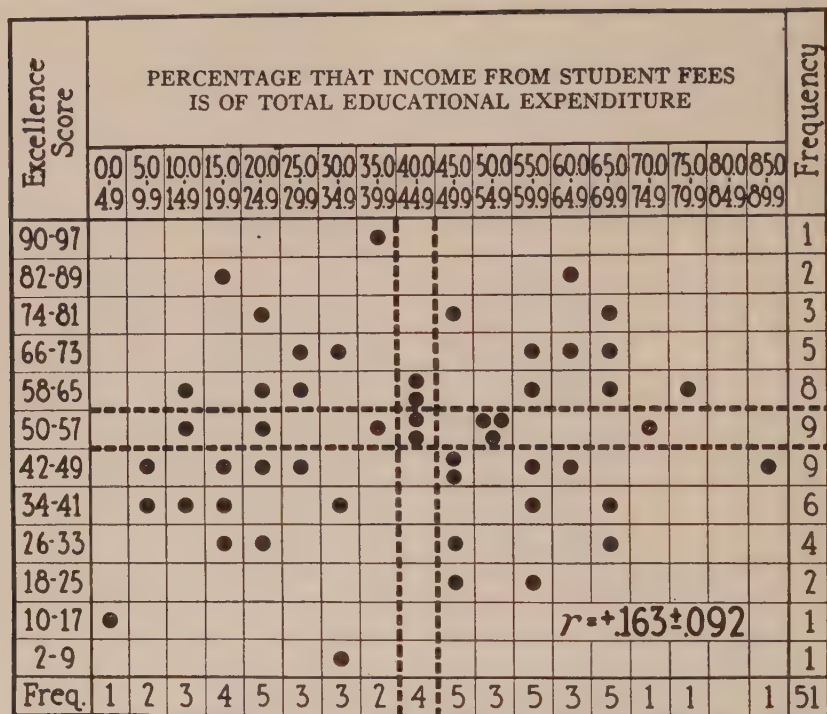


FIG. 4. RELATIONSHIP BETWEEN EXCELLENCE SCORES AND PERCENTAGE THAT INCOME FROM STUDENT FEES IS OF TOTAL EDUCATIONAL EXPENDITURE. (Catholic colleges omitted.)

percentage of their income from students than the poorer institutions have. The chart shows public and private institutions combined, but the results are the same when the two types of institution are considered separately.

It would be a mistake to rush to the conclusion from this statistical analysis that the item, "percentage of income from students," should be abandoned as a part of the accrediting procedure simply because it fails to yield a significant correlation with institutional excellence. It is entirely possible that the long op-

stitutions in this study obtain an extremely high percentage of their income from students. From these data it is not possible to estimate what the correlation would be if the proprietary type of institution had been included in the investigation. It may therefore be entirely defensible to retain some criterion relating to sources of income even though this criterion cannot be justified on statistical grounds.

For the use in the accrediting procedure normative data have been set up showing the percentile distribution of

indicated in Figure 5. This figure indicates that this relationship is close, the coefficient of correlation being $+.75$. This is approximately the same relationship as was found in the case of weighted educational expenditure per student and indicates a very significant association between income from stable sources and institutional excellence. The conclusion is clear that income from stable sources should be used in considering the accreditation of an institution. Percentile tables for use as normative data have been developed from the data of the present investigation and will permit the location of an institution on the pattern map with reference to other institutions of an unselected group.

In the past the principal test of the financial stability of an institution has been that afforded by the endowment standards. The accrediting procedure that is being recommended for adoption makes no reference to the amount of endowment capital held by the institution. The decision to omit this item was based not only on the statistical fact that expenditure per student and income per student from stable sources are better indexes of institutional excellence, but also on certain other grounds. The new accrediting procedure definitely encourages the creation of endowment, for income from this source is to be considered in computing the amount of income from stable sources; but the emphasis is on the income, and not on the amount of endowment capital.

One reason for discontinuing emphasis on the amount of endowment capital in the accrediting procedure is the fact that the use of this item forces an undesirable classification of institutions. Public institutions must be considered in a separate category and exempted from the endowment requirement if the amount of endowment capital is used as a basis of accrediting. So far as was possible the

new accrediting procedure has attempted to avoid institutional classification of this sort.

In the second place, it may be argued on logical grounds that after all it is the income that is the important test of educational effectiveness rather than the amount of endowment capital. The productivity of endowment capital varies considerably from institution to institution, and correspondingly the degree to which the educational program will benefit by endowment must also vary. Compared with the item of stable income, endowment capital as a criterion is just one step farther removed from the actual application of the support to the educational program, and is hence less desirable as a test of educational excellence.

In the third place, it may be pointed out that recent economic events have raised doubts concerning the actual permanence of endowment, and have called into question the long accepted belief in the stabilizing effect of endowment. For example, the recent devaluation of the dollar has actually operated to reduce the intrinsic value (in terms of gold) of the great bulk of college endowment holdings by almost one-half. The income from endowment has proved distinctly less stable than the income from student fees. Faith in the superiority of endowment as a source of support has been rudely shaken by these events, and it does not seem wise in the accrediting practices of the Association to continue to stress the amount of endowment capital as an important test of institutional excellence.

There are several other considerations of this type which lead to the decision not to recommend the continued use of endowment capital as an item on which stress would be laid in the accrediting procedure. It seems clear that nothing is gained in the accuracy of estimating institutional excellence by the use of the item of endowment capital when the

amount of educational expenditure per student and the amount of income per student from stable sources are known.

Indebtedness. Experience indicates that indebtedness is an evidence of financial instability in a college or university. It seems desirable therefore to investigate the relationship between indebtedness and

of the amount of debt per student would apparently be one useful method of considering the relative seriousness of the indebtedness.

Another item that might indicate the seriousness of the debt situation is the history of indebtedness. This may be expressed as an average annual amount of

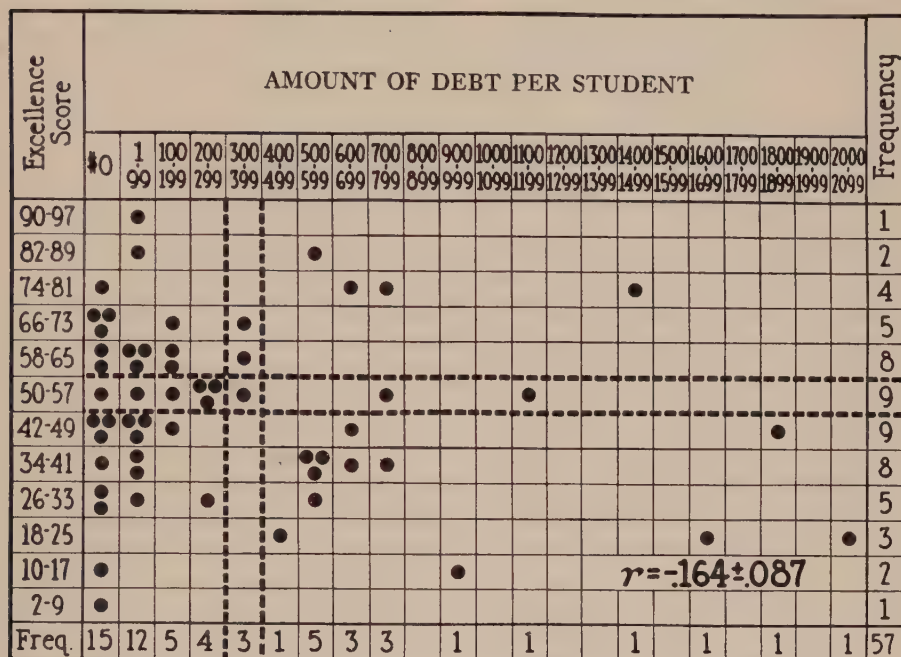


FIG. 6. RELATIONSHIP BETWEEN EXCELLENCE SCORES AND AMOUNT OF DEBT PER STUDENT.

excellence. In treating indebtedness consideration is given only to the financial obligations owed to persons, firms, banks, or corporations outside the institution. Intra-institutional debt, such as amounts owed from one fund to another fund, are not considered.

There are not previous treatments of this subject indicating what are the significant facts concerning indebtedness that ought to be considered in such a study. It seems clear that the total amount of indebtedness would not be a meaningful figure unless interpreted in terms of the size of the institution and other qualifying factors. The calculation

increase or decrease in debt over a period of years.

Another item that may be considered as an evidence of the seriousness of the debt situation is the relation of the amount paid as interest on debt to the total annual expenditure of the institution. This measure indicates the seriousness of the burden of carrying the interest charges on the debt.

A study of these items along with several others indicates two facts with reference to indebtedness that seem to be particularly important—the amount of debt per student and the relationship between the amount of payment for interest and

total expenditures of the institution. Figure 6 presents the scatter-diagram showing the relationship between institutional excellence and the amount of debt per student.

The degree of relationship indicated in this chart is not close. There are a considerable number of relatively weak institutions that have no debt but there are only a few of the better institutions that have any large indebtedness. It seems therefore that the amount of debt per student is an item that can be considered in the accrediting procedure. Similar analysis of the ratio of payments of interest on indebtedness to total expenditure indicate that this is also a significant item. Normative data in the form of percentile distributions have therefore been prepared for each of these two items, permitting the location of the institution on the pattern map with reference to the seriousness of its indebtedness.

Catholic Institutions. The preceding discussion has omitted reference to Catholic institutions because the expenditure and income in such institutions is frequently not reduced to the usual financial terms. In the case of institutions utilizing the services of non-salaried staff members it is clear that the finances are on a basis entirely different from that in other institutions.

At the meeting of the Association in 1933 a principle was adopted that makes it possible to compute a hypothetical expenditure and income figure for Catholic institutions. In the present study such a calculation was made in order to test the validity of the financial items in the case of Catholic colleges. The method of computing the hypothetical expenditure and income figure may be briefly described as the allocation to the institution for each non-salaried staff member of an amount corresponding to the average salary paid persons of similar training and experience in other colleges. The amount so allocated

is considered both as income and as expenditure and is added to the amount of expenditure and income as actually reported for the institution.

Only a few Catholic colleges were included in the investigation but the analyses of their data indicate that the procedure for allocating a hypothetical income and expenditure is reasonably satisfactory. It appears that the process allows approximately the amount of weighted expenditure per student and weighted income per student from stable sources that would ordinarily be associated with the degree of excellence found in the case of each Catholic institution. This provision is therefore set up as a part of the recommended accrediting process.

Financial Reporting. The procedure that has been outlined stresses the need for accurate financial reports, particularly with reference to expenditure and income. In the past the accounting systems of colleges have been so lacking in uniformity that comparability of the data from two or more institutions could not be assumed. If the Association is to operate successfully a plan of accrediting that attaches emphasis to expenditure and income items, it is necessary to be assured that the data on this point from different institutions are comparable.

The recent publication of the recommendations by the National Committee on Standard Reports for Institutions of Higher Education has paved the way for a much higher degree of uniformity in financial accounting than has ever before been attained among colleges and universities. Undoubtedly the plans of accounting and reporting as suggested by the National Committee will result in reasonably comparable data from different institutions. Furthermore, it may be pointed out that the items of expenditure and income on which reports will be necessary for this accrediting procedure are clear and easily defined. There should be no

difficulty in obtaining information from institutions in reasonably comparable form. It would be desirable for member institutions to adopt as rapidly as possible the recommendations of the National Committee on Standard Reports, not only for the sake of the reporting to the North Central Association but for the improvement that the suggested classification of accounts will entail in their own analyses for administrative purposes.

The discussion in the paper thus far has been limited to matters associated with the financing of institutions. It has been impossible in the limited time available to give the complete details of the investigations that were carried on in this field but enough has been presented to indicate the general nature of the studies underlying the recommendation for the inclusion of these financial items in the accrediting procedure.

ADMINISTRATION

Another major field of inquiry in this investigation concerned the administrative organization of the institution. This is a matter that has been entirely neglected in the official standards of the Association in the past, although in the practical operation of the accrediting procedure questions pertaining to administration have been given considerable weight in considering individual institutions. One of the early decisions of the Committee on the Revision of Standards was to explore this area to see if there were matters connected with administration of institutions that could be used directly in the accrediting procedure.

The process of studying the administrative aspects of institutions was similar to that for the other features investigated. Possibly the number of individual items to which attention was paid as a part of the entire administrative organization is larger than in most of the other fields into which the study was divided. The

general plan of the study involved first the collection of a large amount of detailed information concerning the administrative organization in each of the colleges and universities studied. Each item of information was then tested against several criteria of excellence and against the conclusions that have resulted from previous studies in this field. Out of this process there emerged a group of items which, taken together, seem to discriminate excellence within the group of institutions in fairly satisfactory manner.

The process by which the items were selected for the inclusion in the accrediting procedure was developed on the theory that it would be impossible and probably unnecessary to try to obtain a picture of the entire administrative organization that would be complete in every detail. Instead a sampling process was used. You will therefore understand that the items recommended to be considered in the accrediting process do not afford an absolutely complete view of the administrative organization of an effective college or university. Instead there have been included only enough items to give a reasonably reliable picture of the administrative organization, and only those items that prove to be rather consistently identified with institutional excellence are included.

Even with the use of this sampling process the number of items connected with the administration to which some attention will be paid in the accrediting process is rather large — approximately 175. These are grouped for convenience into nine or ten major divisions as follows: general administration and control, academic administration, business administration, financial administration, administrative records, administrative reports, administration of special educational activities, administration of student personnel functions, and personnel for administrative service. No attempt

will be made in this paper to enumerate all the detailed items to which attention will be given under each of these main headings. The Manual contains a complete summary of such matters, and the Monograph will indicate the reason why each item has been included.

Each of the many detailed items to which attention will be given in the accrediting procedure has been carefully tested for its ability to discriminate institutional excellence. The plan for this testing process was somewhat similar to that already described for financial items. The evidence for the inclusion of each item will be presented in the Monograph.

On each of the major headings under administration a system of scoring has been devised so that the status of an institution can be reduced to numerical terms for comparison with other institutions. This permits the portrayal of the status of an institution on each of the elements of the administrative organization by means of the pattern map in a manner similar to all the other characteristics that are considered, such as faculty, curriculum, library, finance, etc.

One of the important features of the recommended accrediting procedures is the safeguarding of the individuality of institutions. This is particularly important in the field of administration. There is no attempt in the setting up of the new procedure to dictate to an institution what its administrative pattern should be. Instead the emphasis is to be placed on the manner in which the administrative organization functions. There appears, however, to be a close relationship in many instances between the organizational features of the administration and the success with which the system operates.

One of the general features of the accrediting process that is being recommended is the stress on the necessity for continual study by the Association of its

plans for judging institutions. This feature will apply with great emphasis to the section on administration. Possibly the items that now seem to be important indicators of institutional excellence may in future years cease to have such validity. Other items connected with administration may come into prominence as the Association studies its procedure in the future. As long as the idea of the sampling process is adhered to, it is easy to change the specific items that will be sampled from time to time in evaluating the administrative organization. It is to be hoped that the Association will not consider the items suggested under the heading of administration as finally valid for all time to come. Instead there should be a constant process of testing these and other items in the effort to improve the accrediting procedure as it relates to the administrative organization.

PHYSICAL PLANT

Another major feature of educational institutions investigated in the study of the accrediting procedure is the physical plant and equipment. Fortunately for the purpose of the study there are available two score cards which cover completely all the features of the plant. These are the Evenden, Strayer, Engelhardt Score Card for Physical Plant of Normal Schools and Teachers Colleges and the Engelhardt, Reeves, West Score Card for the operation and maintenance of the physical plant in colleges and universities. These two instruments were used in evaluating the physical plant in each of the fifty-seven institutions studied. The scores on physical plant facilities and those on the operation and care of buildings and grounds were found to have a positive and significant relationship to the general excellence of the institution. Accordingly the use of these score cards is recommended as a part of the future accrediting procedure.

This method of studying the physical plant facilities and the operation and care of buildings and grounds yields a definite score that permits a comparison of the conditions obtaining in a given institution with conditions obtaining in institutions generally. By this means the institution can be assigned a percentile position with reference to its physical plant facilities and with reference to the operation and care of its buildings and grounds and its relative status on these matters can be portrayed on the pattern map.

ATHLETICS

Finally, it falls to my lot to discuss the consideration given to athletics in the new accrediting procedure.

The group of men that were charged with the actual conduct of the study of the accrediting procedures at first decided not to include athletics as a major area of investigation. Two reasons underlay this decision. In the first place, the Association has a Committee on Athletics that has rendered valuable service in collecting information and in establishing principles for the satisfactory conduct of the athletic program. It seemed unnecessary to duplicate the investigative work of that Committee, and if any statement on athletics proved necessary the facts gathered and the principles established by that Committee could be taken over in support of any features that might be deemed necessary in the accrediting procedure.

A second reason for not setting up athletics as a major area of investigation was the fact that this activity is completely covered in the other topics under which the study is organized. For example, certain aspects of the athletic situation fall under the heading of faculty, including items related to the coaching staff such as method of selection, salary conditions, tenure, etc. Other aspects

have to do with the personnel service for students, including such items as safeguards for health of participants, provision of financial assistance to students, control of extracurricular activities, and eligibility for participation. Many of the aspects of athletics are covered in a general way under the heading "administration," including such matters as the administrative control of the athletic program and the provision for handling finances.

In accordance with this reasoning the research staff took the position that the principles applicable to a well-conceived program of intercollegiate athletics are similar to those that control other educational activities of the institution. These principles are presented and discussed in general terms under such headings as institutional purposes, faculty, student personnel service, and administration. Logically there seems no more reason for singling out athletics for separate treatment than there is for devoting a section to the Department of English, or the Department of Mathematics, or any other educational unit. It might be profitable for the Association at some time in the future to give especial attention, in institutions applying for accreditation, to the teaching of English composition, or to the provisions for the education of those preparing to teach, or to the plans for instruction in foreign languages. As long, however, as such matters are to be covered under general headings rather than by specific reference, it seemed illogical to set up athletics as the sole instance in which a unit of the educational program is singled out for separate treatment.

So much for our theoretical considerations; they were quickly overwhelmed by an avalanche of arguments from the practical side. It cannot be denied that athletics is at present a center of public interest, and many institutions find themselves beset by serious problems in the

management of their athletic programs. The Association has long maintained a valuable stimulation in the direction of soundly conceived athletic programs and it would seem unfortunate, to say the least, to withdraw this influence at the present moment. For these reasons it was decided to devote a section of the *Statement of Policy* to a summary of the manner in which general principles for evaluating institutional practices apply to the athletic program. It should be reiterated that this section introduces no new principles; it merely makes specific application to the athletic situation of principles that are developed in other sections of the accrediting procedure. An elaboration of the *Statement of Policy* will be found in the Manual, giving the details of the points to be considered in connection with intercollegiate athletics. In drafting this statement on athletics the committee had the benefit of the experience and advice of members of the Committee on Athletics. The members of the Committee on Athletics have given

assurance that the present statement covers adequately their conceptions of the features that need to be observed in a well-administered program of intercollegiate athletics.

SUMMARY

This paper has presented some of the considerations involved in the new accrediting procedure in four of the major areas—finance, administration, physical plant, and athletics. The principal items that will be considered in the new accrediting procedure and something of the manner in which these items were selected for inclusion have been indicated, and some samples have been given of the types of evidence that underlie our recommendation for the inclusion of these items. For the details of many of these items you should consult the Manual, which has already been completed in tentative form, and the series of monographs, which will appear later and which will contain all the supporting evidence that has been accumulated in this study.

V. REPORT ON INDUCTION OF STUDENTS AND STUDENT PERSONNEL SERVICE

D. H. GARDNER

Everyone is no doubt aware of the fact that only two of the present standards of the North Central Association can be interpreted as directly affecting students in institutions of higher education. The first of these deals with the requirements for the admission of students; the second states the minimum requirement for graduation from an institution. Neither of these standards provides for judging an institution's attitude toward its students as individuals, and its methods for promoting student welfare. There is another standard, Number 9, known as the general standard, which has to do with the general tone of an institution. It is only, however, by the most liberal interpretation that standard Number 9 can be

said to provide for an investigation of an institution's facilities for its students' social, moral, and physical welfare.

It is generally recognized that there are many elements in institutions of higher education which have an important bearing upon students and their progress but which are not directly related to the classroom. Many of these elements are not covered in the present standards and have not been considered in the past in the accrediting of institutions. To explain this point further, a few illustrations may be appropriate. The attitude of an institution toward the social and moral life of its students has been rarely studied in the accrediting process. Unless the living conditions of students have been unusually

poor, the problem of how students are housed has not entered into the acceptance of an institution by the Association. Nor has the question of institutional provisions for the health of students been raised in the accrediting procedure. The methods which an institution uses to guide students in their educational life and to advise them about their vocational future have been treated in the same manner as these other problems. Other factors, some even more vital, are not provided for in the present standards.

At the beginning of this study the Committee recognized this condition. Also, it was evident that the present standards, particularly the one on admissions, were not adequate. It was decided therefore to consult certain individuals concerned with the different fields of student welfare for the purpose of determining what they considered to be the problems worthy of investigation. Many administrative officers and faculty members in different institutions were interviewed and a large number of areas were outlined for consideration. From these sources came valuable suggestions about the types and kinds of data to be collected and about the best methods of treating these materials.

Schedules were prepared for collecting and evaluating material from the fifty-seven institutions connected with this study. These schedules covered a large variety of items. For instance, in the field of extracurricular activities it was necessary to obtain information about the scope of the program, the methods used to finance the activities, the rules and regulations controlling participation in them, the type of social program provided, etc. In studying the counseling organizations it was important to ascertain the attitude of institutions toward this work and the methods used to assist students in analyzing and adjusting their problems and in developing their latent

potentialities. Techniques for collecting information about these points and many others were evolved. An interesting process was worked out for obtaining student opinion on certain of these matters. This study gave more favorable results than were anticipated.

These schedules were filled out by personal visitation to the institutions coöperating in the study. After the visit to each institution and before visiting a new institution, the data were carefully analyzed. A score was given to each subdivision and a general score, commonly called the *Personnel Score*, was computed. The methods for evaluating the data and figuring the scores had been prepared as a result of the conferences with experts in the various fields.

During the course of the visitations another project connected with this phase of the study was going forward. The work consisted of reviewing about 2,000 books, monographs, articles, etc., concerned with the several aspects included in this division. Over 500 of these were selected as being essentially studies based on investigations or as opinions of accepted leaders and experts in different subjects. Many factors were covered in this selection such as the value and use of entrance requirements, the effectiveness of orientation methods, the importance of student records, the validity of counseling procedures, the extent and nature of health services, the relative desirability of various methods for housing students, the effect of extracurricular activities on scholarship, the need for giving financial aid to students, and a host of other factors similar in nature. Careful digests were made of these 500-odd articles. These were then summarized and the conclusions compared to the findings in the fifty-seven institutions included in this study.

The next step was to compute coefficients of correlation among the data col-

lected and certain criteria which had been established. A great many correlations were made using such criteria as the general personnel score, the subjective ratings of Messrs. Haggerty, Reeves, and Gregg; and the composite scores prepared by Mr. Russell. All of these correlations were significantly high, ranging from .64 to .94.

After these correlations and data were analyzed each of the fifty-seven institutions was rechecked and rescored. A study was then made of the practices in the better and poorer institutions. These were compared with the digests of the literature in the field and certain conclusions were reached. The conclusions are embodied in two sections of the "Statement of Policy." Section XI, The Induction of Students, reads as follows:

The policy of an institution in admitting students should be determined on the one hand by the purposes of an institution, and on the other, by the ability, interests, and previous preparation of applicants. An institution should admit only those students whose educational interests are in harmony with the purposes of the institution and whose abilities and previous preparation qualify them to pursue the studies to which they are admitted.

Is evaluating the practices of an institution in the induction of students, attention will be given to the provision for preregistration guidance in cooperation with secondary schools, to the criteria used in the selection of students, to the administration of the stated entrance requirements, and to the arrangements for introducing new students to the life and work of the institution.

Section XII, Student Personnel Service, is as follows:

The student personnel service of an institution should assist students to analyze and understand their problems and to adjust themselves to the life and work of the institution.

Consideration will be given to the means employed by an institution to assist students in the selection of courses and curriculums, in solving immediate academic problems, in furthering their scholastic development, and in making suitable vocational choices and preparation. Attention will also be given to the practices of an

institution in counseling students about their health, their financial affairs, and their intimate personal affairs. The students' relation to extra-curricular activities will also be studied. The practices of an institution in the provision and control of health services, in the housing and boarding of students, in the management of extracurricular activities, in the control of student conduct, and in financial assistance to students will be considered.

These statements are further elaborated in a document known as the Manual which will be distributed later. In the Manual the explanation is presented in the form of principles of good practice under several divisions. These divisions are shown on the large profile map, and are as follows: Section XI, under Induction of Students, the admission of students and the orientation of students; Section XII, under Student Personnel Service, student records, educational and vocational counseling, counseling about personal affairs, extracurricular activities program, loans, scholarships, and grants of aid, health service, placement service, and student discipline. This gives an idea of the major items which are considered important in this field in an institution of higher education, and shows how they are woven into the general pattern of an institution.

The procedure for evaluating an institution's program for the induction of students and for student personnel service which is suggested under this new plan may be explained in this manner. Each of the major items which are shown on the large profile map is further subdivided into more definite sections. An example of this is given on the smaller profile map headed "Student Health Service." The practical methods by which an estimate of the effectiveness of such a service can be obtained are as follows: A series of schedules are provided which are filled out by the institution and by personal visits of inspectors. The data requested in these schedules and the observation of

the inspectors will supply information which can be listed under the various headings shown on the small map. First, under the heading "Examination Procedures" the means of examining the physical condition of students, the number of students examined annually, the qualifications of the examiners, and particularly the use made of the results of these examinations in advising students will be ascertained. Next, the clinical and infirmary services will be investigated and their provisions and effectiveness of service reviewed. In the third place, the measures used to guard and promote public health on the campus will be scrutinized. Fourth, consideration will be given to the methods for informing students about matters of personal hygiene. Finally, the applied hygiene program will be examined to determine the conditions for the physical development and activity of students. After these data have been collected and studied and reference made to principles of good practice as given in the Manual, certain conclusions will be evident. By the use of score cards which are contained in the Manual these conclusions can be evaluated. This evaluation may then be compared to similar judgments made of the health services in the fifty-seven institutions included in this study by consulting a graph of normative

data contained in the Manual. As a final step the percentile ranking which can be obtained from this graph may be plotted on the profile map of the institution, thus giving an estimate of the Health Service and showing its relation to other phases of the institution.

A similar breakdown of another of the major divisions entitled "Educational and Vocational Counseling" is shown on the other small profile map and demonstrates how a judgment can be made of contained in a third document termed

As has been explained by Mr. Haggerty, the evidence supporting these procedures and the reasons for using them in lieu of the present standards will be the Monograph. This will also include this service. The same methods are employed for evaluating all the other major divisions which belong in this field.

comparative data, graphs, and other information pertinent to the several divisions.

It should be emphasized that this grouping of factors and methods of judgment are not necessarily permanent or impeccable. It is hoped that if these measures are adopted, they may be so used and studied as to be helpful not only in accrediting institutions of higher education, but also in stimulating new developments.

VI. REPORT ON THE LIBRARY

DOUGLAS WAPLES

The gist of the report is to say that we have formulated seven criteria for the educational values of the college library. They should be simple and definite enough for use both by an inspector from without and by an administrator from within the institution.

The criteria are supported by common sense and by a more substantial body of evidence than has been used before to describe college libraries. The evidence

shows that a college library standing high in respect to all seven criteria is a good one, and that a library standing low on all seven counts is a poor one. Extraordinary conditions, like the proximity of an excellent public library, may occasionally justify a low standing in certain cases, but no such case appeared among the institutions we examined.

That such criteria mark an important advance toward the evaluation and im-

provement of college libraries should be evident to all familiar with the former library standard. The old standard mentioned only two aspects of library administration; namely, the number of volumes contained, and the amounts appropriated annually for additional publications.

If, as we have assumed, the use of a library by students is about the most direct measure of its effectiveness, then the old standard can be readily checked by comparisons. For example, whereas the relation between student use and expenditures for books during the past five years, as shown by correlation, is .36, that between student use and number of volumes in the library is almost zero (.07). This means that students in the North Central Association institutions we examined borrow per capita just as many books from a small library as from a large one of the same quality. In short, there is abundant evidence that the old standards are not specifically related to the educational values of the college library and that the new criteria represent such values well enough for practical purposes.

The seven library criteria were defined by methods much like those used to analyze the faculty, curriculum, financial administration, and other elements of the collegiate institution. That is to say, our work started from the safe assumptions that a good college library costs more money than a poor one; that it contains more useful books than a poor one; and that it lends more of such books to more students and to more instructors. Since we were primarily concerned with the library's educational values, we were lucky in not having to deal with the library plant. Satisfactory criteria for the purely physical aspects of the college library are found in Russel's criteria for the institutional plant as a whole.

The first step was thus to discover, in sufficient detail, (1) what money each in-

stitution spends on its library, (2) what titles the library holds, (3) how new books are selected, and (4) how far the service meets the needs of students and instructors. Each of these questions was answered by a variety of data representing some twenty-five factors of the good college library.

We then ranked the institutions according to each of the twenty-five factors, and compared the ranks with a view to selecting the most important factors. By selecting the fewest factors which would give the libraries much the same ranks as would all the factors, we got the seven on which the present criteria are based.

The next step was to study the local conditions which might affect the status of each library in respect to each of the seven factors. Such study of local conditions revealed several important limitations of the new criteria and also made plain certain difficulties in applying them to libraries of different types.

Stated in question-form, the seven criteria are as follows: (1) How much has been spent over a period of years for the purchase of books and periodicals? (2) What has been spent for salaries of library personnel? (3) What general reference books and what standard books of reference in the different academic fields does the library contain? (4) To what magazines and standard periodicals in the fields covered by the curriculum does the library subscribe, and how complete are the files of such periodicals? (5) On what basis are annual additions to the general collection distributed among the various academic departments, and what contemporary publications are added over and above departmental requests? (6) To what extent do students of each sex, class, and department borrow publications in each of the various departmental fields or for free reading? and (7) To what extent are such titles borrowed by instructors of each department?

This brief overview of the study allows no more comment on the criteria than may suggest their value to the local institution and to the accrediting authority.

From the standpoint of the local administration perhaps the most important fact about the criteria is that they should help to persuade each institution to maintain certain records of its library administration which will suggest important improvements with respect to the educational values sought. The force of this statement is apparent in the profiles to be published in our report. They show graphically the relative status of each institution on each criterion. Hence the library deficiencies of a given institution are made unmistakably plain to the local administration.

How useful the criteria are to an accrediting authority depends, of course, upon their validity. Validity is best described by answers to two questions: first, what is their logical or common-sense justification?; and second, how far are they justified by experimental use?

The logical defense can be presented most briefly perhaps by stating the bases upon which the seven criteria were chosen from the twenty-five factors on which the college libraries were separately ranked. The bases were four: First, the *reasonableness* of the assumption that the given factor promotes the educational program—for example, student and faculty use of the library; second, the *extent to which the given factor gives the library a rank consistent with the institution's rank in respect to methods of admitting students, quality of instruction, faculty competence, financial administration, and other elements obviously pertinent to library efficiency*; third, the *degree to which the given library factor varies* with other important library factors. The more it varies, the smaller the likelihood that some other factor would take care of it; and fourth, *simplicity*—that is, the ease

with which an inspector or the local administration can collect the facts needed to describe it. To the extent that these bases are sound, the criteria are justified by common sense.

As established by experiment the validity of the library criteria is best described by comparisons with criteria for other aspects of the institution that plainly affect the excellence of its library. Only three such will be noted.

The first is the institutional rating on the basis of weighted educational expenditure per student, as determined by Russell. Such ratings agree with ratings based on a composite of the seven library criteria to a degree represented by a correlation coefficient of .60. The second compares ranks by the library composite with Haggerty's ranks for the quality of instruction. The coefficient is also .60. The third compares ranks by the library composite with the combined subjective ratings of four highly competent inspectors. This coefficient is .68.

Taken together, the coefficients indicate what we believe to be the normal relationship between the excellence of an institution and the excellence of its library. They show that while there is a clear predominance of good libraries in good institutions, a good institution may have a poor library and vice versa. Hence the fundamental importance of reliable criteria for the good college library. They should help both the institutions and the Association to improve the educational product by improving facilities for student reading; and reading is being rediscovered to be the student's main business in college.

It is not possible here to take up other important aspects of the study. But perhaps enough has been said to show that the new criteria are far more trustworthy as measures of a library's educational excellence than the old ones. It would be a great pity, however, if it were supposed

that we have said the last word. The criteria we have defined can be much improved. It may also be that others will be found to show library excellence more reliably. So perhaps we have said only the

first word on the systematic evaluation of the library's influence upon student reading. If so, the study should encourage more and better work in the same direction.

VII. THE REPORT AND THE SECRETARY'S OFFICE

GEO. A. WORKS

Since the last annual meeting of this Association, your Secretary has had an opportunity to attend all of the meetings of both the Committee on Revision of Standards and the Committee in Charge of the Study. Some of the earlier meetings of both bodies were attended, but those of the past year have been especially important as it was during this period that the Statement of Policy and the Manual have taken on definite form. In attending these meetings, two questions have been uppermost in my mind:

1. Are the proposals workable from the viewpoint of the Board of Review and the office of the Secretary?
2. What will be the probable effect upon the member institutions of the acceptance of this proposed Statement of Policy and the new accrediting procedures?

I have no hesitation in answering the question regarding the practicability of the proposals in the affirmative. The Statement of Policy and the new procedures present no insurmountable difficulties from the viewpoint of the Board of Review and the Secretary. It is true that the latter will have to collect and prepare a larger body of data each year for the use of the Board of Review than has been true in the past. This will be the case both for those institutions newly applying for accreditation as well as for member institutions. The proposed accrediting procedures will call for more complete information from the institutions seeking recognition than has been true in the past. For years it has been the

custom to permit the omission from the triennial reports of certain items when experience had shown they were not points of doubt. This procedure will no longer be practicable. The use of the suggested pattern will make it necessary for each institution to report on each phase included in the map, as the pattern will be determined on the basis of the data from all member institutions.

The data collected will not only be more complete but more work will be involved in preparing it for the use of the Board of Review. These two problems will make it necessary for the Secretary to have more assistance than is true under our present procedures. We should not hesitate to make this additional expenditure if it will make it possible for the Commission to proceed more intelligently with its accrediting functions. That the acceptance of the report of the Committee on Revision of Standards will make it possible for the Commission to do its work more effectively is undoubtedly true.

The influence on the member institutions of the new proposals, if accepted by the Association, will without question be stimulating. Undoubtedly, the present standards have in some cases operated so as to arrest development in desirable directions. In the case of junior colleges the requirement of a year of graduate work on the part of faculty members has by some junior colleges been regarded as the maximum rather than as the minimum of preparation for faculty, with the result that, in a measure at least, it has arrested

scholarly development of the junior college faculty at that point. Today we are passing into a period that clearly indicates a year of graduate work as being the desirable minimum for the senior high school teacher.

The requirement for complete separation of the junior college from the high school when they were both part of one organization has undoubtedly operated to maintain a breach between two phases of the educational program that many now believe should be unified in part or in whole. Other examples could be cited, but these two are sufficient to illustrate the point. The new Statement of Policy, if accepted, would exert no such restraining influence on its member institutions. The goal of an institution at any given time would not be found in meeting any formally stated standards but in what the studies of the Commission reveal to be the best that any member institution is achieving.

The proposed methods of accreditation not only select different points for consideration but they also call for a modification of the inspectional procedures over those that have predominated in the past. The report of the Committee on Revision of Standards would substitute for what the Commission has called an inspection essentially the method of the survey which has been increasingly used during the last five or six years. Last year and this the survey method has been used in the case of twenty-eight institutions. This

experience leads me to say that there is no question that the Board of Review feels better able to make a decision regarding an institution when it has before it a survey report than when it must base its judgment on inspections which through no fault of the inspectors are in most cases of necessity hurriedly made.

Under the present standards those responsible for the administration of institutions too frequently ask the Secretary to make decisions for them on questions that clearly should not be answered by an outside agency. The report of the Committee on Revision of Standards represents what its investigations and its judgment indicate are the significant elements in the development of an effective program of higher education. The application of these principles in any given institution is entirely the responsibility of its faculty and administrative officers. This will of necessity mean a constant scrutiny by each institution of its program and procedures for the purpose of determining their validity. That such procedures will result in institutional growth there can be no question.

In conclusion, it should be borne in mind that while the new proposals do not represent the final word in the development of sound procedures of accreditation they are workable and they are far in advance of the standards we now have. Their acceptance at this time will undoubtedly start the Association into a period of greatly increased usefulness.

VIII. DISCUSSION OF THE REPORT ON THE REVISION OF STANDARDS

CHARLES H. JUDD

When I was invited to take part in this discussion, I accepted the invitation with great alacrity because I felt very certain that it would be necessary for somebody to say something reactionary. I come as the voice of the past to discuss the new plan, so-called, and I desire very sincerely

to point out the fact that this, like the new deal, is not anything new; it is simply an evolution of something that has been going on for a long time.

Twenty-five years ago—just twenty-five years ago—this Association voted to have an approved list of colleges. That

was probably one of the most astonishing actions that had ever been taken by an association. We had been in the habit of inspecting secondary schools and putting them on the approved list, but nobody had thought up to that time that a college could be subjected to inspection. When the motion to prepare a list of approved colleges was adopted, it was provided that the list should be prepared three years after the motion was carried. If you will allow me to reminisce for a moment, I will describe to you what happened in those three years.

It was assumed, at the meeting following the adoption of this resolution, that somebody would appear with a program for approving colleges. It was assumed that those who had been preparing the approved list of secondary schools would produce this list of approved colleges. But it was found at the meeting in 1910 that those who were concerned with the secondary schools had continued in their usual sphere of action, and no list of colleges was ready. We had only one Commission at that time. In 1910, since no list was ready, the Commission took action providing that the presidents of the state universities should operate during the second year of this suspended sentence and should prepare such a list. At the meeting of 1911 a report by the presidents of the state universities was called for and the answer was made that the state universities did not find it convenient to try to classify the various collegiate institutions in their territory and there was no list. So a special committee was appointed. I have forgotten the exact number on the committee, but I think it was nine. Nine special individuals were chosen, without reference to official position or territorial distribution; and they were ordered to prepare such a list, and it is to be noted that that list had to be ready at the end of the third year. I was Secretary of the Commission at that

time, and it was my duty to address the chairman of these nine men who had been appointed. I told him he was chairman and asked him to please get his committee together and prepare the list. He started for Europe immediately on the presentation of that demand. I then took up the second individual on the list and asked him if he would please proceed to prepare the list. I have forgotten what he did—something along the Biblical line—whether he bought himself a farm or married a new wife, I don't remember. The members of the group of nine disappeared one after another until I came to the last member of the committee. He couldn't disappear because he was President of the North Central Association. I asked him what was to be done and pointed out to him the history of these operations I have described. He said, "We have to do something, don't we?"

I said, "Quite so."

"Well," he said, "I think it would be a good plan to make up an approved list of all those colleges that have ever been members of the Association." And that was the first approved list.

That first list included some difficulties. The original invitations that had been sent out by the Association at the time of the first meeting had been sent to all of those who were thought to be competent to give advice to the Association. For example, there were three or four of the leading normal school (as they were then called) principals. Consequently, when the approved list of colleges was made up on the basis of individual membership it included a variety of institutions. The problem has been before this Association some time of assimilating the membership that was injected into the approved list by the original action of the Association.

May I make one or two other comments about the standards—so-called. When this Association was organized in

1895—I cannot speak of that early date with any personal knowledge, but I have heard Mr. Carman, who is here and who was a member of the original organization, describe what happened—the men sat down in that early meeting and tried to define a college. They didn't use the word "standard" at the outset at all. They used the word "definition." They said: "An institution of collegiate rank is an institution of this and this and this character," and they wrote into their definition a considerable number of characteristics that they deemed to be necessary if an institution was to have the rank of a college. They did the same thing with the secondary schools, by the way. It was that definition, mark you, not a series of standards at the outset, that was used in determining what colleges should be approved at the time the Association arrived at the point where it was going to perform what has been called before this meeting the policing function of this Association. It was obvious to the minds of those who adopted an approved list that if certain characteristics belonged to a good college, these characteristics must be found in any institution that went on the approved list. So the definition was transformed into a series of standards.

That series of standards has been seriously criticized before this organization; and I am quite prepared, in terms of the experience I have seen the Association pass through, to accept those criticisms. But I should like to make the comment that if it had not been for those items in the definition of colleges in this territory there would never have been improvement that makes possible the present new definition of a college. And I issue—perhaps it is the warning of an older member of the Association—a warning that the policing function of the North Central Association is not yet terminated. There are institutions in this

territory that need very careful scrutiny as well as stimulation to improvement. There are institutions, in my belief, that will have to be watched with a great deal of anxiety and care by those of us who are concerned with the evolution of higher education; and I am perfectly clear that we shall have to rely on the very great wisdom (and we are justified in relying on the great wisdom) of the Board of Review. I speak a word in favor of the Board of Review—perhaps it is a word of sympathy for them—because, as I see it, they will have to exercise their judgment in the future in terms that, as my predecessor on this program stated, will be very difficult for some college Boards of Trustees to understand.

I am perfectly clear that after the general scheme now presented to us has been adopted—may I pause to make the remark that I am unqualifiedly in sympathy with it, for reasons I shall set forth in just a moment—there will be a considerable number of institutions that will say, "Thank the Lord, we don't have to have doctors of philosophy any longer on our college faculties." It seems to me this kind of comment on doctors of philosophy sounds rather familiar, on the whole. I think I have heard it in a great many quarters. I stand here to say that if we have a great reduction in the number of professors who have that degree in our college faculties, there will be deterioration in the higher education of this area. I am entirely in sympathy with the demand that there shall be other qualifications beside the degree; but I have had the sad experience as an administrator of appointing from time to time people on the staff who had never been through the mill of vigorous academic training, and I have made fewer appointments of that sort in my later years than I did in the earlier years. In my judgment, there are certain minimum

qualifications we still have a right to emphasize and a duty to emphasize in the development of higher education in this area.

I turn to one other point that seems to me of very great significance. It has been said here that we became quantitative, and I think that statement has justification, and that any overemphasis of purely quantitative requirements for admission to the approved list was a disaster. It may be that we shall be able to carry the new scheme forward without ever becoming quantitative. I have been sitting here all day listening to statements about coefficients of correlation. I have heard a number of numerical statements made that sounded to me to be very quantitative in character offered as justifications for a program with which I think we can sympathize, but a program that is, after all, based upon certain perfectly definite lines of information. I assume that if this program has demanded up to this time computations, three weeks in length, of regression equations the time is not yet at hand when quantitative determinations of efficiency can be entirely dispensed with. In other words, it is my very great anxiety that we should be perfectly clear that it is here possible to draw lines upon a map and say there are some people who stand in the upper 10 per cent and some who stand in the lower 10 per cent, and when that statement is made, in my vocabulary, the term quantitative is altogether appropriate. And it is also legitimate. The point, however, is that it is legitimate because it is based upon a very much broader experience than could possibly have been collected in the early days.

To my mind, the distinction between the present and the past is perfectly clear. When this Association was organized in 1895 there were very few differences between colleges, except the geographical differences. All colleges fol-

lowed practically the same routine in their internal classroom activities. They all had curriculums that were very similar to one another. In other words, we had a situation which was relatively very simple, and at the time the first approved list was made up that situation continued. We were in a period of relatively simple development of education.

In my judgment, one of the great advantages that comes from this reconsideration of the whole matter of definition and standard is the conviction that we are in a period of expanding education, expanding education that has reached the point where it is now impossible in simple terms to give the kind of a definition that it was comparatively easy to give in the earlier days. And it seems to me we may possibly be able to persuade all of those who are in our territory that this is a rational plan, if, for the moment, we drop the emphasis on the newness of the plan and point out the fact that this is the result of an evolution that has been going on steadily; that this is nothing but the elaboration of a plan that has long been judged by this Association to be appropriate and desirable. In fact, I might point out in some detail that you will find in some of the earlier published reports of the North Central Association, if you go back to 1915 and 1916, the name of each institution with the facts that determine the standing of that institution in some ten or twelve major categories. In other words, the ideal of a detailed description of each institution is not a new ideal. It is an ideal that is here worked out in new detail, and with a type of efficiency that we ought to welcome.

I believe that the whole scheme can be given to this Association with the assurance that what is here represented is a natural and progressive development of that which has always been the motive of the North Central Association and its Commission on Higher Institutions. I be-

lieve that type of appeal to our constituents will be stronger than will the statement that we have been passing through a period of extreme blundering. We have been passing through a period of change which comes as a natural consequence of the demand for a broader education, for a larger and more comprehensive program both of education in the institutions and of judgment of the efficiency of the institutions.

I have one final comment to make. I think that the idea adopted and acted on years ago that each institution should expose itself, and expose itself with clarity and detail, to public inspection is of great importance. I agree that during the period of examination of these various criteria that have been set up by our Committee it was undesirable that any single institution should be exposed to publicity. But I present a plea, which, by the way, I have presented before this organization

on earlier occasions, that there shall ultimately be available for those who conduct the institutions and for those students who desire to select institutions to attend, a perfectly clear definition of the characteristics of each institution. It seems to me that, in the long run, such profiles as we have been looking at with very great interest today should be available to any parent who wants to select an institution to which his boy or girl may go. If the publicity that is, in my judgment, desirable for each particular institution can be made available, it seems to me the purpose of the North Central Association in stimulating institutions to think of themselves as progressing institutions will be increasingly realized. I make a plea, therefore, for ultimate publicity of these profiles so that they shall be accessible to the institutions themselves and to all those who are concerned with the doings of any single institution.

IX. DISCUSSION OF THE REPORT ON THE REVISION OF STANDARDS

A. M. SCHWITALLA

In the lives of organizations, just as in the lives of individuals and nations, there come moments which mark a break with the past and the initiation of a new future. Such moments are the chapter headings in the lives of persons, organizations, institutions, and nations. They are the moments when new forces are impinging upon those persons or groups and when through the actions of such forces, new directions are given, new goals are ambitioned, new techniques are developed, and new viewpoints are sketched, enlarged, and envisioned. Such a moment has come for the North Central Association. With the vote of approval from the Commission on Institutions of Higher Education of the statement of policies relative to the accrediting of colleges and universities, a new direction will be given to the organization.

It is a moment which logically had to come. The whole internal development of the North Central Association was definitely moving in this direction. The enthusiasm for standardization, the progressive clarifications in the meaning of standards, the slowly developing dissatisfaction with one standard after another, the testing of the standards for their diagnostic and prognostic efficacy, the mathematical trend in the formulation of standards—all of these steps which mark so many milestones along the path we have trod had to lead to this parting of the ways when today, at last, standards for accrediting have been converted into policies for accrediting; when yardsticks and balances have yielded to educational evaluation; and when the quantitative statement of teacher-training, classroom efficiency, and scholastic attainments

have been converted into qualitative descriptions of educational excellence.

The Committee with all its subcommittees must be highly commended for all the work which has been accomplished. They have galvanized lethargic thinking into energetic thinking and, it may be hoped, routine procedure into vigorous action. They have pointed to a step, the taking of which many of us believe is the most significant one ever taken by this Association—more significant even in some respects than the first decision to accredit schools.

Why should so much significance be attached to qualitative standards, particularly in contrast to the quantitative standards to which we have been accustomed? First and foremost, it seems to me because the new policies conform ever so much more closely to a *true theory of education* and harmonize the evaluation of educational endeavor with educational theory. It is a truism which theoretically we may accept but the implications of which practically we should like to avoid because of difficulties in administration that the real products of education are inexpressible in any adequate terms. We may break down an educational process into its components and we may attach quantitative values to each of these components, but in the last analysis the educational resultant is different from the sum or even the integration of its factors. We have been accustomed to repeating, in more or less parrot-like manner, the statement that nothing is known which cannot be measured. But there have been other voices that have told us that the psychologist or biologist or educationalist who must use higher mathematics to convey his thought is all too frequently masking that thought. We may measure reaction times, but we cannot measure alertness, keenness, and insight; we may determine down to the fraction of a second how long it takes to write a stanza

of verse, but we cannot express in quantitative terms the reaction upon the reader. If Kilmer wrote "Trees" in twenty minutes, we have no known measure for the achievement; if Francis Thompson dashed off sections of the "Hound of Heaven" under an artificial stimulus, the dosage of the drug is no guarantee that the achievement can be repeated; if the diagnostician penetrates to a recondite symptomatology by a flash of genius, neither premedical aptitude tests nor achievement tests are measures of that accomplishment; and, if the young man of twenty faces a crisis in his life with fortitude and heroic courage, neither the Kent-Rosanoff tests nor his will profile are indications of his manhood. We have all believed that the educational product is more than its components. Our quantitative standards of the past measured components but they did not measure the product. By their fruits you shall know them—is just as true of correct thinking as it is of right living. A Ph.D. degree and twenty-four hours of upper division educational courses do not necessarily make a teacher any more than an endowment of five hundred thousand dollars makes a college. We have had need for practical reasons of quantitative standards, but we have a need now to pass beyond quantitative standards; and our sincerity in dealing with ourselves as educators demands from us at this moment that we view sympathetically and endorse the work of the Committee on Revision of Standards.

We accept qualitative standards, secondly, because they supply a more adequate criterion for the *educational product*. We are today passing from educational symptomatology to educational etiology; from educational science to educational art; from educational performance to educational achievement; from the educational process to the educational result; from the educational how

to the educational what; from the educational method to education itself. We have seen one so-called standard after another yield to the criticism implied in an educational investigation. We have had students who came to us with their sixteen units in secondary school subjects and left us with their one hundred and twenty credit hours and a Bachelor's degree, and yet what has become of many of them? We have had teachers who pyramided their own degrees and ensnared their enthusiasms in their alphabetical appendages; we have had colleges which had the requisite bank account and yet maintained their status as commercialized schools. These things do not necessarily make a teacher, nor a college, nor a student. And today we celebrate our own honesty in admitting publicly what in the secrecy of our own hearts we have long felt. The worship of methodology is the worship of the golden calf which has driven many a Moses who has seen the brightness of Mount Sinai to fragmentize the tables of stone engraved with his ideals. Today, we try to bring the vision that has been shown us from the mountain tops to the valleys; from the thinkers to the doers. Today, we make our words conform to our thoughts; our ambitions to our actions.

The third reason why we welcome these qualitative standards and why we congratulate the Committee upon its work is because they formulate for us definitely and clearly the ideals of the educator rather than the yardsticks of the pedagogue. Instruction is one thing, education is another; knowledge is one thing, refinement, culture, and character quite another; study is one thing, scholarship another. I would not be understood as saying that I decry the years of the novitiate which the North Central Association has had to serve before this moment of dedication to an ideal. Educational anterooms are indispensable. We

could not today do the greater thing without first having done the less. But now that we are prepared to do the greater thing, our moment has come and we hope that we all may prove worthy of the self-knowledge and self-discipline in which we have schooled ourselves through our rigorous obedience to a punctilious law. If a new vision has emerged, we recognize that whatever solidity and consistency it has is due to the experience of the past; but we also recognize that that experience could not but be only a preparation for what we are doing today.

Are we ready for the step? Are we prepared to carry out the new policies? There are not wanting those who say that we are not. First and foremost, the new policies make demands upon us as educators which perhaps are too severe a test of our own sincerity and capacity. It is much easier to measure the dimensions of the Parthenon than to conceive the Parthenon. We of the present and, perhaps, of a past generation of teachers have been brought up in the metric school. Even with the qualitative discriminations in the colors of the rainbow we find it easier to quote these differences in terms of Lambda than to create in ourselves and others the feeling of exaltation and joy when the ends of the heavens are spanned by the rainbow. We shall have to readjust our thinking; we shall have to make demands upon ourselves for a new orientation towards ideals and, if we cannot do this, then the steps we are today taking will have to be retraced—which God forbid.

A second difficulty that occurs to me with reference to these standards is the necessity of conveying them to so many school administrators, parents, students, and other persons interested in education. The categories which we have developed in our minds tend to become fixed. It is only the rare person, the person rare enough to be a genius, who can know

what to discard and what to keep. Are we prepared for the new categories? Are we prepared to admit that our institutions are indefinitely perfectable? Are we prepared to expend the new energies required for our school to climb to ever new heights no matter how many we have already climbed? Sincerity demands that we answer these questions to ourselves with the extremest and most brutal frankness. The temptation will be strong to accept qualitative policies but to reinterpret them in terms of quantitative standards.

The first question asked me by the professor of education in one of our universities with reference to the new policies was: "Will there be enough institutions able to conform to make up a real and reliable average?" And the second question was: "How many of our departments will be able to measure up to all of this?" He was doing in effect what so many others will be tempted to do—to translate quality into quantity, reversing the steps which we are today taking. Are we prepared to discard half of our educational administrative dictionary and to get along without such words as standards, units, credit hours? It is so hard to assess values in any terms except quantitative ones. It is so hard to express to others one's own conviction about a school or a teacher or a student or an educational performance.

A last danger which I see ahead arises from those who will misinterpret such policies. Voices have already whispered that the North Central Association is "letting down" by adopting the new policies; just as there have been other voices which insisted that the North Central Association is setting up impossible policies. It should be reckoned to the credit of this Association that the new policies at first sight might seem impossible, as has been pointed out by other speakers. Still an ideal ceases to be an ideal once

it is achieved, and the ideals which we are formulating today are permanent ones which may be approximated but never quite reached. The smaller mind will not grasp the significance.

Lastly, I foresee a certain amount of difficulty in dealing with the school administrators and Boards of Trustees who clamor for literal and detailed expressions of judgment, who cannot grasp the thought that a school's atmosphere is more diagnostic of educational success than the most literal compliance with all of the old standards. It will be harder to formulate a judgment upon the institution in terms of the concept of scholarship rather than in terms of so many hours of teacher-training in its faculty; to trace the influence of inadequate finances by describing the academic or scholarly sterility of a particular teacher rather than to attack his acceptability on the basis of a deficiency in so many credit hours of educational courses. But this again is a matter which only the future will reveal.

A word might be said concerning a few of the individual policies. We cannot but subscribe wholeheartedly to the chief basis of accrediting which is stated to be "the pattern which the institution as a whole presents." Variability is recognized, institutional initiative, educational experimentation, differential superiority, compensatory excellence—all of these individuating marks of this or that institution are to be given their full value. Our educational policy is to fall into line with the firmly established principles of psychology and biology, of medicine, and even of sociology—the importance of the individual rather than of the type; or better still, the preservation of the type through the preservation of the individual. Today, we have learned to stress the importance of dissimilarities rather than similarities because we have learned to understand that what makes you and me

valuable in a complex organization is not so much the degree to which we have conformed to others but rather the degree to which we have kept ourselves from being identified with others. And therefore, the Committee has done a wonderful piece of work in the phraseology of Policy No. 5 concerning the individuality of institutions. The formulation of the policy says definitely that certain characteristics are to be recognized as basic "such as, the competence of the faculty, the representative character of the curriculum, effective administration," etc., etc. Nevertheless, the basic nature of these characteristics is defined as lying rather within acceptable limits than at a particular point between these limits. Institutional variations, therefore, provided they be educationally sound, are to be given the fullest measure of recognition.

The same thoughts permeate those policies which deal with institutional purpose, with the faculty, with the curriculum, and with instruction. The three or four paragraphs dealing with the faculty tell us simply that the institution should have a competent faculty, and the competence of the faculty is defined again rather along broad than upon restrictive lines. The curriculum, so it is demanded in the statement of another policy, must be such as to conform to the avowed purpose of the institution; and in such

a statement the Committee has again shown the complete interpenetration of educational demands by the ideals which are advocated.

We have listened today to a fairly complete statement of the trends in the new policies. It is not necessary, therefore, to reiterate what has been said concerning school administration, finance, the institution's own self-consciousness, its self-criticism, and its self-controlled evolution. These are corollaries once the basis viewpoints are accepted; and I, for one, desire to subscribe to them without reservation or qualification. To me they seem to be sound from every viewpoint; they seem consistent; and, while experience may show that in one or another respect advocacy of these principles is difficult, I still feel that the step has been taken which will bring American higher education to a splendid point of development—perhaps to the pinnacle of educational achievement. I cannot but feel that whatever criticisms have been leveled at the colleges and universities in the past might well have been obviated had it been possible to conform to and to live up to just such principles as are declared in the new policies. I see in this restatement of educational principles the first phase of the re-creation of American education, and I welcome it as the second spring in the influence of this Association.

COMMITTEE REPORTS ON INSTITUTIONAL EXPERIMENTS¹

I. THE UNIVERSITY OF CHICAGO EXPERIMENT²

The University of Chicago experiment which this committee was asked to supervise, involves coordination between the last two years of the University High School and the two-year university college. It is an outgrowth of one of the theories upon which the University of Chicago has been proceeding in recent years that specialization in college and university should be based upon a broad foundation of "general education," and that the university-college is the terminal point of institutional provisions for such general education.

The experiment under supervision is an expression of the further belief (1) that the high school and the university college are jointly responsible for this broad foundation program and (2) that for this reason their curricula and administration should be more closely articulated. Accordingly, the dean of the university-college has been placed in charge also of the last two years of the university high school with the principal of the high school serving as associate dean.

A curriculum committee has proposed changes in the last two years of the high school program which, with minor modifications, will go into effect with the class entering this new four-year unit in the fall of 1934. The provision already in effect in the two-year university-college that students are graduated from this unit, as soon as they can pass the prescribed comprehensive examinations has been extended to the lower two years of

the new four-year unit only to a limited degree. It is this extension which represents the chief departure from the letter of North Central Association standards.

On March 17, 1933, the college faculty adopted a recommendation that not more than ten carefully selected high school seniors might be admitted to a complete program of college courses, and that not more than twenty-five others might be permitted to enroll in one or two college courses. It was further agreed that the work so taken would count both for high school graduation and for graduation from the college. In this respect the experiment involves a saving of time for a limited number of selected students, in addition to the year saved by all university high school students by reason of the fact that the established program consists of five years based on a six-year elementary school.

In the opinion of the committee, the experiment is conservative in its outlines and conduct and wholly in keeping with the underlying spirit of the standards of the Association. During 1933-34, no high school seniors were permitted to take a complete program of college courses. However, seventeen recommended high school seniors were admitted to a partial program during the year. A total of twenty-four college courses was carried by these seventeen students. Since none of these has yet taken the comprehensive examination, it is not yet possible to state the results.

It is recommended that the committee be continued for another year, pending the availability of more adequate data.

JOHN W. STUDEBAKER

A. E. MACQUARRIE

THOMAS E. BENNER, *Chairman*

¹These reports were made to the Association at the time of its annual meeting in Chicago in April, 1934.—THE EDITOR.

²The Committee making this report is a joint committee of two Commissions, the Higher and the Secondary Commissions.—THE EDITOR.

II. THE COLORADO STATE TEACHERS COLLEGE EXPERIMENT¹

This experiment was approved by the Association at its meeting in 1933. In January, 1934, a committee consisting of Mr. F. P. O'Brien, of the University of Kansas, Mr. H. H. Mills, of the University of Colorado, and Mr. C. R. Maxwell, of the University of Wyoming, was appointed to supervise it. Correspondence indicated that the experiment was still in the process of formulation and in order to better understand the set-up of the experiment two members of the committee paid a short visit to the institution on April 6, 1934.

In the original request for conducting an experiment the statement was made that the institution proposed to extend its present six-year organization to include two four-year units and that an ungraded school would be developed whereby students would be enrolled in courses and activities depending upon achievement rather than on time spent. An investigation of the set-up indicates that the chief purpose at present is to develop a program of secondary education which is completely generalized in the first four years and which is differentiated in the last two years to meet more specifically the interests and needs of pupils.

The school is organized on the six-year basis, but the term "level" is used in place of the conventional nomenclature of years or grades. The curriculum is organized in seven departments: language arts, social-economic studies, science, practical arts, physical activities, music, and socialization and guidance. The language-arts program is prescribed through the first five levels, as are science and social-economic studies. Physical activities are prescribed through four levels, as are practical arts and music. Socialization

and guidance activities are continuous through all levels.

The reorganized program is already functioning in the first four levels. Next year it will be continued to the fifth, and the following year to the sixth.

One of the features of the experiment is the shift of algebra and geometry to the last two levels instead of including them earlier in the program. In light of the generalized nature of the entire program, it might seem that generalized mathematics would represent a more consistent organization than the specialized subjects. Foreign languages are also introduced in the last two levels.

Another feature of the experiment when it is completely organized will be the elimination of the specialized titles of biology, chemistry, and physics; and the material usually included in such courses will be organized under the title of science. This type of organization of science materials will require careful analysis in light of the objectives and outcomes that are set up as guiding principles.

The normal schedule in the first four levels is six activities daily, and out-of-class preparation is not required. In the upper two levels, out-of-class preparation is reduced materially from what is usually expected in many secondary schools. Provision is made in the upper levels for additional work in fundamentals—such as writing, reading, and mathematics—on the part of students that have not reached satisfactory norms of achievement. Graduation from the school will be judged on the basis of proficiency through the use of comprehensive placement tests on each level rather than on time spent, though it is expected that six years will be regarded as the normal period.

The members of the Committee that inspected the experiment recommend that the Association should give approval to its continuance. It will require at least

¹The Committee making this report was also one made up jointly by the two Commissions, the Higher and the Secondary.—THE EDITOR.

two years to perfect the reorganization of the curriculum and a considerably longer period to determine its efficacy. In the meantime, provision should be made to check on the criteria that will be used

for evaluating the efficiency of the reorganization.

H. H. MILLS

F. P. O'BRIEN

C. R. MAXWELL, *Chairman*

III. THE GARY JUNIOR COLLEGE EXPERIMENT

Your committee for supervision of the Gary Junior College segregated, last year, for special observation, four elements in the development of the college.

1. Control by a governing board incorporated independently of the Gary Board of Education and made up of school personnel in the Gary system.

2. Supervision of the various phases of the Junior College work by personnel also responsible for supervision of similar areas in the twelve grades of the Gary public school system.

3. The use of part time teachers to carry on the major portion of the instruction.

4. Provision for normal admission to the Junior College of the upper fourth of high school classes at the end of three or three and one-half years of high school work, sixteen units having been accumulated.

The report this year consists, first, of comment upon the situation with respect to these four points, and second, of comment upon a number of matters that condition the entire development and hence affect indirectly these specific departures from conventional practice.

Control by a governing board made up of professional school people in the Gary system, rather than of lay persons, might, it was argued, (1) result in more informed and intelligent emphasis upon educational planning and policy making than is ordinarily found; (2) reduce strikingly undesirable separation of control, administration and teaching which is apparently a usual condition in higher institutions; and (3) throw some light upon whether rational control of finances, public relations, and similar practical matters could be exercised by a body of professional school people.

Examination of the minutes and other records of the Gary Junior College Board

and individual interviews with Board members lead the committee to the following judgments covering the functioning of the Board:

The Board has not, as yet, become very keenly conscious of its responsibility for the development of the Junior College as a whole. Many Board members continue to act upon the assumption that they have discharged their full obligation when they report upon their functions of supervising special subject areas or special activities. The suggestion that the Board is responsible for the formulation of general educational, financial, and public relations policies was received cordially but with some degree of surprise. Members of the Board are decidedly of the opinion that there has been in the college and Gary school system no obstacle to the fullest exercise of these responsibilities other than their own unawareness.

The expectation that a professional board might function more intelligently than a lay board in planning educational development and procedures for the Junior College has failed of realization to any considerable extent because members have not mastered the literature and theory of the junior college movement to the same degree that they have the literature and thought relating to the elementary and high school units. To date, with few exceptions, members of the Board have not addressed themselves very vigorously to the correction of this deficiency. It may be that the demands upon their time and ability which result from their responsibility for elementary and high school work make it impossible for them to become sufficiently familiar with the junior college movement to exercise their general responsibilities as professional members of the Gary Junior College Board. This remains to be determined.

Supervision of the work of the Junior College by appropriate supervisors in the Gary system has been less constructive than might be expected, in part because the program of the college is designed to perform the college preparatory function exclusively. This leaves little room for

the development in the Junior College of work peculiarly appropriate to the other local needs of Gary; direct imitation of the first two years of the more conservative four year colleges is obviously most effective in securing advanced standing for Gary Junior College students. Nevertheless, supervisors have, under these limitations, succeeded in securing an alert and competent teaching staff for the college which appears to give to traditional college courses a large degree of vitality. Further, effective supervision of college teaching is a reality in several of the departments.

The major doubts concerning instruction by part-time teachers arise from the questions: Will the work of such teachers be mechanical and perfunctory because their major interests lie elsewhere? Will such teachers contribute to the tone and life of the school? Can part-time teachers be secured who will meet reasonable standards of training and experience? Conversations with students, interviews with supervisors, and observations of classes with special reference to the relationships between teachers and students convince the committee that these matters need cause no concern in the Gary Junior College at present. Further, the leadership and participation of part-time teachers in the extracurricular activities of the school and of student groups afford rather concrete evidence that the particular set of teachers now employed contributes very largely to the tone and life of the institution.

The fourth element of the experiment selected for observation, that involving the normal admission of three and three and one-half year graduates to the Junior College, has, as yet, been of little significance. In 1931-32 only one-third of the students eligible for graduation in less than four years chose to receive their diplomas (45 of 135), and the next year even a smaller percentage of those eli-

gible was actually graduated (38 of 128). This is explained by scarcity of jobs, by inability to pay junior college tuition, by uncertainty about their right to continue in high school if they were graduated, and by the fact that adult education classes were suspended and not resumed until the fall of 1933.

Of the 45 graduated in 1932, twelve entered college in 1932-33, nine attending Gary Junior College and three going elsewhere. Eleven of this group were in college the second year after their graduation from high school. Of the 38 graduated in 1933, eight entered college in the fall, five in Gary Junior College and the remainder in four-year colleges. Perhaps better economic adjustment may in the future make this element of the experiment more important.

The following points in regard to the general development of the college seem worthy of mention:

1. Library facilities for the type of preparatory program offered have been developed rapidly and adequately. The service afforded is unusually good.

2. Although technical supervision of tests and measurements is well organized and competently handled, its scope is somewhat limited. It has little relationship to course work. Cumulative personnel records are not used. No adequate guidance or general personnel service has been developed.

3. The plan of enlisting the interest of local civic and social groups in the city by inducing them to sponsor individual students is an excellent idea, but the present system of selecting students for sponsorship has resulted too frequently in the sponsoring of less desirable student. Responsibility for final nominations for sponsorships should be centralized in the administration of the College.

4. Undesirable and intolerable tendencies which developed in the fall of 1933 in connection with intercollegiate

athletics have been checked. The Board should, however, adopt definite policies with reference to interschool athletic competition. There seems to be no pressing need for the Junior College to encourage the development of such competitions.

5. Extracurricular activities of the students seem to be developing sanely and usefully although lack of club and social rooms is a serious handicap at present.

6. Whatever doubts the committee may have in regard to the Gary plan of meeting so large a percentage of the total

costs of the Junior College from tuition fees, the facts remain that the school has met its salary rolls promptly during the year and a half of its existence and has expended respectable per capita sums for library facilities.

7. Statements made by school officials of Gary in regard to the transfer of Gary Junior College credits and with respect to the significance of the report made last year by your committee have, in some instances, been seriously misleading.

LEONARD V. KOOS

THOMAS E. BENNER

ARTEUR J. KLEIN, *Chairman*

IV. THE IOWA STATE TEACHERS COLLEGE EXPERIMENT

Two years ago Professor Paul of Iowa State Teachers College reported to the Commission carefully controlled experiments in classes in principles of education, psychology, geography, and English, comparing the relative effectiveness of fifty-five and thirty-minute class periods. The results showed what laboratory investigation on the length and distribution of learning periods has almost always shown—the relative economy of the shorter period. In summary, while the control group had 80 per cent more class time they were only 8 per cent more efficient in comparable objective tests on the subject-matter of the courses.

Experimentation has been continued by Professor Finkenbinder in classes in Elementary Psychology. His experiments differ from the previous ones in four main ways:

1. The comparison is made between a two-hour class period and a half-hour period.

2. A much larger number of questions was used covering material discussed in class and not discussed in class.

3. Instead of matched pairs in experimental and control sections, both groups, while matched were made experimental by the method of rotation to equalize motivation and interest and to make possible a study of the same students under both conditions.

4. Stenographic reports were kept of all that was said and done.

A detailed report by Professor E. O. Finkenbinder of Iowa State Teachers College follows.

V. A. C. HENMON, *Chairman*

MEASURING RESULTS OF TEACHING IN COLLEGE

Prolegomenon. A teacher would not only be happy to know just what effects are produced by various procedures in the class period, but really must know what these effects are if he is to be most efficient in his work. The problem of the present study is to measure some such effects.

Problem Stated. 1. What is the learning value to college students of merely reading and taking notes on selected literature in a given field? 2. Of what value to the learner is time spent in class? 3. Do quizzes interspersed with readings and discussions prove to be highly effective as a teaching device? 4. What are the relative values of various combinations of these procedures? These are the main questions which the present study attempts to answer in respect to classes in Elementary Psychology taught by the writer.

Experimental Arrangement. In order to study these questions, in part one of

our study, two classes in introductory psychology, matched as to size and initial ability, were conducted in two widely different manners: one class that continued in session for only a half-hour discussed briefly the main problems and facts contained in the assigned work; the other, which remained in session for two hours, discussed the same subject matter in greater detail.

In previous studies, comparison has been made between an "experimental" and a "control" group. Such procedure, it may be contended, might result in unequal motivation in the two groups, in that the experimental group, because it is evident to the members of the group that they constitute the experimental class, will perhaps feel impelled to prove that the variation in procedure that they are following is valuable; whereas, the control group that runs along normally as to procedure, will likely be putting forth no unusual amount of effort. In order to avoid the possibility of this error, both groups were made to be "experimental."

To guard further against unequal motivation, the two classes were rotated at the middle of the term. In so doing the group that had been staying only thirty minutes in class session switched to the longer period of one hundred ten minutes, and the group that had been spending one hundred ten minutes in class session, from that time on spent only thirty minutes in session. Such an experimental arrangement provided that every student not only was, as nearly as possible, matched in initial ability and motive with some other student working under the widely different length of class period, but that he was matched against himself, for during one-half of the term he was following the other length of class period.

The ordinary class period at the Iowa State Teachers College, where this

study was made, is one hour long (fifty-five minutes between bells, to be exact). During each half of the term one of the groups in this study spent just one-half hour in class session while the other spent two consecutive fifty-five minute periods that had the ordinary five-minute rest period between class sessions. For brevity of statement, these one hundred ten minutes of session will be termed the two-hour period.

Tests Employed. That the experiment would measure as accurately as possible the effects of each procedure adopted, there were 1150 questions, concerning points covered in the course, given in pre-study tests and again in post-study tests. In addition to the 1150 there were 434 questions presented in seven different motivating quizzes spaced about two weeks apart. A few of the questions in these motivating quizzes were exact duplicates of some that were in the pre- and post-study tests. And a few other questions pertained to the same points found in the pre- and post-study tests but were so stated as to stress a different phase of the general point, or were even stated so as to require an opposite answer, or were presented as a problem in which the point would apply.

Technique Employed. To make certain that the various procedures could be studied the more accurately and in greater detail, a stenographic record was taken of all that was said and done in each class period. Hence, were one desirous of discovering what effect is produced by demonstrating a given method of learning by having the class do a bit of learning by that method, he could find the answer to his inquiry by referring to the pre-study scores students made on a question or questions pertaining to that point and also to the class activity record (showing just how that point was considered) and the scores made in the final tests on the

same questions. One could discover similarly whether students when they took part in class discussion of certain points had profited more than when they merely audited the discussions. This experimental set-up provides data that show whether the student's mere reading of a fact will contribute to his learning it as much as the statement (auditory) by the professor or a fellow student. Further, it shows whether a fact presented as a statement is equally as well learned as if it were developed in the discussion of a question raised on that point.

Student Participation. Not peculiar to the present experiment is the problem of so arranging a class procedure that it will engage the activity of all the students. Here, in common with many other studies, in order to engage the attention of every one, written exercises were called for in both sections alike. Short readings were assigned to individual members who afterward made reports upon these to the entire class. All students were encouraged to take part in the discussion where problems were presented for the class to answer, in which discussion the students were supposed to recall and relate certain facts from the readings which they had made that applied particularly to the question under discussion or they were supposed to bring to the attention of the class any experiences of their own that related to the point. In this way the students were given opportunity daily to respond; and a great majority actually did so. The discussion in the half-hour period necessarily had to be very much curtailed in contrast to that of the two-hour period where there was ample time for discussion; and frequently in the two-hour session, students had not had sufficient reading done or enough experiences of their own to carry on a good discussion for so long a period.

Hence, either the professor in charge lectured briefly on certain points or turned to selections in the literature and had students read, or he, himself, read the material to them and discussed it briefly.

In every college class, whether it be conducted for a long or a short period, one aims to carry on the work of the hour in such a way that the student gains something—enlarges his view point, clears up any doubts that he may have, restates the problems in his own words, or adds to his knowledge. In justice to the student one should demand that he do some independent work in advance of the period. This requirement cannot be met so readily where the class is held in session two hours daily as where it is held only the half-hour because students can be expected to give only about so much time to each subject. Hence, a part of this study is to discover what the gross effects of spending the time in the two different ways are. However, the main interest is to discover for each item, discussed at length or else more briefly, the amount of learning that has taken place.

Measurements Provided For. Here then will be seen the actual amount of learning that was accomplished for certain facts that were: (a) merely read from the literature assigned, (b) merely discussed but not read, (c) both read and discussed, (d) presented in quizzes and discussed, and (e) presented in quizzes but not discussed or brought up in class session.

If we are correct in believing that the motivation for long and short periods was equalized by the procedures used, then this study demonstrates the relative effectiveness of independent study and different kinds of classroom exercises, class discussions, student reports, and brief lectures.

GROSS RESULTS

Value of Reading and Independent Study. How much do college students learn from their readings? On 870 different questions that concern points not discussed nor included in the motivating tests in one or the other of the two classes, there were 13,157 errors in the preliminary tests out of a possible 22,620 errors in case no answers were correct. On these 870 questions that were not included in quizzes and not discussed in class, the errors were reduced from 13,157 to 8,336—a reduction of 4,821 errors, or a learning of that number of points. The students, all taken together, learned from their readings, including possible indirect learnings from their class discussions 36.64 per cent of all they did not know on these 870 points at the beginning of the course. (It should be noted that the 870 questions included 321 duplications in the two classes,—321 points not discussed and not included in the quizzes of either class. These will be treated separately later on.) Here will be given the same facts restated in terms of arithmetic means in order that the amount of variability may be seen. In the pre-test there were $14.8 \pm P.E.m .37$ students in one class' section who did not know the answer per question for all questions that were not to be discussed nor included in quizzes during the term; in the other class there were $16.3 \pm P.E.m .39$. Of these 15 students who at first erroneously answered the typical question of this procedure an average of $5.54 \pm .168$ of them learned the typical fact during the term without class discussion or test upon it,—in one class $5.37 \pm .23$ learned it; in the other, $5.78 \pm .25$.

Value of Motivating Tests. There were 1,114 errors made in the preliminary tests in answer to 87 questions that during the course occurred in quizzes, but

were not at any time brought up in discussion. In the final tests there were only 655 errors on these questions, which shows a reduction of 459 errors, or a learning as a result of the quizzes and readings of 459 of the possible 1,114 points. This is a learning of 41.2 per cent of the points which were unknown at first. This compared with the 36 per cent learned from study alone shows the learning value of the quiz where there was no discussion of the points. (Instead of giving averages and variabilities as at the close of the previous section, such will be given later under a more detailed treatment of the results.)

Value of Discussion. In pre-test answers to 404 different questions pertaining to points that one class or the other later discussed in class, 6,653 errors were made. The possible number of errors was 10,504. In the final test, only 3,555 errors were made, which shows a learning of 3,078 facts as a result of discussing these points after reading the literature on them,—a learning of 46.26 per cent. If these facts were just as difficult to learn as those that were read and not discussed, then the discussion caused an increase in the per cent of learning from 36 to 46. The learning value of the discussion appears to be represented by the increase of 9.62 over the 36 per cent obtained without discussion,—a 26.1 per cent greater amount of learning than for reading alone.

Combined Effect of Discussion and Tests. Errors in the pre-test that number 1,936 on those points that were later discussed during the course and placed in quizzes were reduced to 799 in the final test. The learning of 1,137 points out of a possible 1,936 is a percentage gain of 58.73.

A comparison of the amount of learning on points discussed and presented in quiz with those that were not included in either, i.e., that were merely read

shows the percentage of learning was increased from 36.64 on points read to 58.73 on points both discussed and quizzed. The combined effect, therefore, of the discussion and quiz was 60.3 per cent more than the amount of learning that occurred from reading alone. This is the composite result of the two-hour and the half-hour sessions for both classes.

Inclusion of points in inter-term tests causes about one-eighth more learning

and that because of such greater relative efficiency on points discussed in the shorter period, the totals shown above are not due to the short period efficiency as much as, or more than, to the long period efficiency on points discussed.

Two-Hour Sessions Versus One-Half-Hour Sessions. It should be remembered that both classes stayed daily two hours in session for one or the other of the two six-weeks periods; both classes also stayed in session only one-half hour for

TABLE I
SUMMARY OF GROSS VALUES

	Percentage of Facts Learned
1. Independent reading, including studying, taking notes, answering questions, and doing exercises provided in "work sheets" caused students to learn of what they did not know	36.64
2. Motivating tests (plus all activities listed under No. 1 above)	41.20
3. Class discussion (plus No. 1 above)	46.26
4. Class discussion and motivating tests (plus No. 1 above)	58.73

of them than if they were not placed in such tests.

Class discussion alone is roughly one-fourth more effective as a factor contributing to learning than are a student's individual efforts of reading, study, etc., while class discussion and tests combined are 60 per cent more efficient. The learning value of the tests, 12.4 per cent, plus the learning value of discussion, 26.1 per cent, which by straight addition is 38.5 per cent becomes 60.3 per cent when the two acts, tests and discussion, are combined. Since class work and tests prove to be of 60 per cent more value to the learner than his own efforts in reading, answering questions, and doing other tasks such as in workbook assignments, it would seem probable that the longer the period of class session the more efficient it would be. One cannot say, however, that a two-hour period will be 60 per cent more valuable than one hour. We must first check against the possibility that even a shorter discussion is the more efficient,

a six-weeks period. In the tabulations labelled 2 Hr. Session the composite results of two different classes are given. The same is true for the $\frac{1}{2}$ Hr. Session. Where students were following the two-hour procedure there was a learning of 5,104 points out of a possible 11,335, a learning of 45.0 per cent. For the half-hour sessions, there was a learning of 4,391 out of a possible 11,525, or 38.1 per cent. Since the same students when they stayed in class session two hours learned 45 per cent of what they could possibly learn, and when they stayed only one-half hour they learned but 38.1 per cent, the two-hour period shows nearly one-fifth (18.1 per cent) greater learning than the one-half hour period. The point of greatest interest to us is perhaps this fact that the same students who learned 5,104 points while enrolled in the two-hour sessions learned only 4,391 points while enrolled in the one-half hour sessions. This result was in a way anticipated above from the fact that 60 per cent more of the discussed

points were learned than of those not discussed. However, the question arises in this connection: Were the points discussed the easier points to learn? This question can be answered by comparing the amounts of learning on the identical questions for each procedure in the two classes and on different questions in the two classes. These data will be presented after the composite results of the different procedures are given in Table II.

hour procedure showed, the greater percentage of gain was made by the two-hour groups on such points. That there should have been a greater number of points not discussed in the short period is obvious. There were 3000 more such undiscussed points covered in final test questions in the half-hour than in the two-hour periods. That a greater percentage of learning should occur for the two-hour periods

TABLE II
AMOUNTS LEARNED IN LONG AND SHORT SESSIONS

	Two-Hour			Half-Hour		
	Pre-test Errors	Points Learned	Per Cent Learned	Pre-test Errors	Points Learned	Per Cent Learned
Not in tests and not discussed	5,068	2,127	42.0	8,089	2,694	33.3
	Two-Hour Superiority of 8.7 over 33.3 or 26.13%					
In tests but not discussed	475	175	36.9	639	284	44.4
	Half-Hour Superiority of 7.5 over 36.9 or 20.32%					
Discussed but not in tests	4,655	2,108	45.3	1,998	970	48.5
	Half-Hour Superiority of 3.2 over 45.3 or 14.15%					
Discussed and in tests	1,137	694	61.0	799	443	55.4
	Two-Hour Superiority of 5.6 over 55.4 or 10.11%					
Totals	11,335	5,104	45.0	11,525	4,391	38.1
	Two-Hour Superiority of 6.9 over 38.1 or 18.11%					

When we view the amounts learned of facts studied under the four different procedures, as in Table II below, we see that the half-hour periods provided a greater percentage of learning on the fewer points that were discussed in the half-hour periods than the two-hour periods provided on the two and one-half times as many points discussed in this longer period.

Points placed in inter-term motivating tests were also learned in greater number by students during the half-hour procedure. And while the half-hour session procedure provided a greater amount of learning on points not discussed during the course than the two-

on points not discussed is not so easy to explain. Perhaps the discussions on points closely related enabled the students to answer correctly through what may be termed "education" or inference.

Application Questions. Questions (170 of such) that specifically required inference from the readings or the discussions to answer them were answered 34.0 per cent more correctly in the final tests than in the pre-study tests by the two-hour classes, 27.3 per cent by the one-half-hour classes. Here again the power of inference was gained more by the two-hour classes than by the one-half-hour classes. This is the clearest evidence of the value of class exercises.

Stated in another way, on these 170 questions the two-hour students in pre-tests made 2,491, or 54 per cent of the total possible number of errors. These were reduced to 1,644 errors or only 37 per cent of the possible errors. Whereas the two-hour classes reduced their errors on these questions from 54 to 37 per cent, the one-half hour classes reduced their errors from 50 to 39 per cent of the possible number of errors. As an example of question that we term "application," the following may be cited. "Can the behaviorist more readily than the introspectivist investigate the truth of the adage, 'Stolen apples taste the sweetest?'" It should be noted that no discussion of the adage was had during the term, for in that case the question would no longer require application of what they had learned of the two psychological methods but a direct memory of what had been said.

On 18 questions that were stated in the obverse of the class discussions, the two-hour classes reduced their errors 59.1 per cent, while the one-half-hour class reduced theirs by 61.9 per cent. This shows that both classes were about equally able to free themselves from responding to memorized verbalisms. Illustrations of such question requiring obversion: "Is psychology one of the older sciences?" Class discussions and readings had emphasized the ancient interest in some psychological problems and had also pointed out that the employment of scientific methods in the study of psychology were relatively recent.

Values of the Different Procedures to High Versus Low Ability Students. Do students of high ability profit from the different procedures relatively as those of low ability? And is there relatively as much learned of those items treated alike in both classes as of items treated differently in the two classes? The reader

will see from Table III that there were 321 items which were in the final tests, but in both classes alike, were neither discussed nor included in inter-term tests. Of these 321 points both the low and high ability students of the two-hour sessions gained more than did those of the one-half-hour sessions. However, the low ability groups of the half-hour sessions showed the greatest deficiency, they learning only 23 per cent of the points whereas both of the high groups whether studying in half-hour or two-hour sessions learned more than 40 per cent of the points.

From Table IV that presents data on 47 points which were alone neither discussed nor presented in quizzes in the two-hour classes, compared with 181 points alone neither discussed nor in quizzes in the half-hour classes, we see again that the low ability groups learned least in the one-half-hour sessions. Since the critical ratios are above 4 this difference is a significant one. Hence, the conclusion, that for the low ability groups, the longer session proves to be the much more efficient procedure. Likewise, a superiority (though less significant) of the two-hour session for the high ability students is seen where the questions are alike for the two groups but not where questions are different for the two groups. This irregularity may be due to a difference in difficulty of the questions.

Although the number of questions is small and the variabilities are so large that differences are not clearly significant, both low and high ability half-hour classes show superiority on the different points included in inter-term tests of the two classes. Studying on points occurring in inter-term tests seems to be a larger part of the short period students' endeavors than of those of the long period.

It will be noted from summary Table V that whether the questions are the

TABLE III

COMPARISONS OF GAINS MADE BY TWO-HOUR CLASSES WITH THOSE
OF HALF-HOUR CLASSES ON THE SAME QUESTIONS
(Lower and upper thirds of the classes considered separately)

A. 321 Questions Not Discussed and Not in Motivating Tests. (Number of 13 Students in each group who gained per question)

LOW THIRD						
Group	Ave. No. of Errors in Pre-test	Ave. No. of Errors in Final Test	Average Gain	P. E.m	Percentage Gain	P. E.
Two-Hour	8.76	6.36	2.395	$\pm .058$	27.34	$\pm .7$
Half-Hour	8.31	6.40	1.906	$\pm .046$	22.93	$\pm .6$
Two-Hour Superiority					4.41 4.90 C. R.	$\pm .9$
HIGH THIRD						
Two-Hour	8.00	4.56	3.439	$\pm .069$	42.98	$\pm .9$
Half-Hour	7.30	4.29	3.012	$\pm .059$	41.26	$\pm .8$
Two-Hour Superiority					1.72 1.43 C. R.	± 1.2

B. 26 Questions Not Discussed but in Motivating Tests. (Number of 13 students in each group who gained per question)

LOW THIRD						
Two-Hour	9.43	7.20	2.231	$\pm .171$	23.66	± 1.81
Half-Hour	7.93	6.62	1.308	$\pm .160$	16.49	± 2.01
Two-Hour Superiority					6.17 2.65 C. R.	± 2.69
HIGH THIRD						
Two-Hour	8.27	5.31	2.962	$\pm .228$	35.82	± 2.85
Half-Hour	7.47	5.28	2.193	$\pm .126$	29.36	± 1.77
Two-Hour Superiority					6.46 1.98 C. R.	± 3.3

C. 88 Questions Discussed but Not in Motivating Tests. (Number of 13 students in each group who gained per question.)

LOW THIRD						
Two-Hour	7.46	3.83	3.625	$\pm .134$	48.59	± 1.79
Half-Hour	7.96	4.46	3.500	$\pm .134$	43.97	± 1.18
Two-Hour Superiority					4.62 1.85 C. R.	± 2.49
HIGH THIRD						
Two-Hour	7.15	2.72	4.432	$\pm .154$	61.99	± 2.15
Half-Hour	6.57	2.15	4.415	$\pm .141$	67.20	± 2.14
Half-Hour Superiority					5.21 1.73 C. R.	± 3.04

D. 46 Questions Discussed and in Motivating Tests. (Number of 13 students in each group who gained per question)

LOW THIRD						
Group	Ave. No. of Errors in Pre-test	Ave. No. of Errors in Final Test	Average Gain	P. E. _m	Percentage Gain	P. E.
Two-Hour	8.43	3.95	4.478	± .181	53.11	± 2.147
Half-Hour	7.65	3.89	3.761	± .162	49.163	± 2.117
Two-Hour Superiority					3.956 1.32 C. R.	± 3.01
HIGH THIRD						
Two-Hour	7.91	2.56	5.348	± .223	67.61	± 2.82
Half-Hour	7.52	1.37	5.152	± .215	68.51	± 2.86
Half-Hour Superiority					.9 .225 C. R.	± 4.01

TABLE IV
COMPARISON OF GAINS MADE BY TWO-HOUR CLASSES WITH THOSE OF HALF-HOUR CLASSES
ON DIFFERENT QUESTIONS FOR THE TWO GROUPS

A. Questions Not Discussed and Not in Motivating Tests. (Number of 13 students in each group who gained per question.)

LOW THIRD						
Group	Ave. No. of Errors in Pre-test	Ave. No. of Errors in Final Test	Average Gain	P. E. _m	Percentage Gain	P. E.
Two-Hour	6.468	3.723	2.745	± .179	42.43	± 2.76
Half-Hour	8.270	5.734	2.536	± .069	30.66	± 0.83
Two-Hour Superiority					11.77	± 2.88 C. R. 4.08
In Two-Hour alone there were 47 questions; in Half-Hour alone, 181 different questions.						
HIGH THIRD						
Two-Hour	6.617	3.957	2.660	± .149	40.19	± 2.25
Half-Hour	8.232	4.608	3.624	± .097	44.02	± 1.178
Half-Hour Superiority					3.83	± 2.54 C. R. 1.50

B. Questions Not Discussed but in Motivating Tests.

LOW THIRD						
Group	Ave. No. of Errors in Pre-test	Ave. No. of Errors in Final Test	Average Gain	P. E. _m	Percentage Gain	P. E.
Two-Hour	8.140	6.140	2.00	± .35	24.57	± 4.30
Half-Hour	6.47	3.61	2.86	± .24	29.38	± 3.71
Half-Hour Superiority					4.81	± 5.68 C. R. .88
In Two-Hour alone were 7 questions; in Half-Hour alone were 28 different questions.						
HIGH THIRD						
Two-Hour	8.28	4.566	3.714	± .37	44.85	± 4.47
Half-Hour	6.44	2.404	4.036	± .289	64.22	± 4.49
Half-Hour Superiority					19.37	± 6.3 C. R. 3.07

C. Questions Discussed but Not in Motivating Tests.

LOW THIRD						
Group	Ave. No. of Errors in Pre-test	Ave. No. of Errors in Final Test	Average Gain	P. E. _m	Percentage Gain	P. E.
Two-Hour	9.005	5.458	3.547	± .079	39.39	.88
Half-Hour	8.232	5.594	2.638	± .165	32.04	2.00
Two-Hour Superiority					7.35	2.17
						C.R. 3.39
HIGH THIRD						
Two-Hour	8.105	3.923	4.182	± .111	51.60	1.37
Half-Hour	6.255	3.149	3.106	± .183	49.66	2.93
Two-Hour Superiority					1.94	3.21
						C.R. .604

In Two-Hour alone were 181 questions; in Half-Hour alone, 47.

D. Questions Discussed and in Motivating Tests.

LOW THIRD						
Two-Hour	7.500	3.357	4.143	± .284	55.24	3.79
Half-Hour	7.000	5.3	1.7	± .30	24.29	4.29
Two-Hour Superiority					30.95	5.81
						C.R. 5.33
HIGH THIRD						
Two-Hour	6.25	1.75	4.5	± .26	72.00	4.16
Half-Hour	7.42	4.42	3.0	± .43	40.43	1.58
Two-Hour Superiority					31.57	4.44
						C.R. 7.11

In Two-Hour alone were 28 questions; in Half-Hour alone were 7 questions.

SUMMARY TABLE V

LOW THIRD OF EACH CLASS

Same Questions in Both Cases				Different Questions for the Two Cases		
		Per Cent of Learning	C.R.			C.R.
Not discussed and not in tests	Two-Hour Superiority	4.41	4.90	Two-Hour Superiority	11.77	4.08
Not discussed but in tests	Two-Hour Superiority	6.17	2.65	Half-Hour Superiority	11.43	1.88
Discussed, not in tests	Two-Hour Superiority	4.6	1.85	Two-Hour Superiority	7.35	3.39
Discussed and in tests	Two-Hour Superiority	3.96	1.32	Two-Hour Superiority	30.95	5.33

HIGH THIRD OF EACH CLASS

Not discussed and not in tests	Half-Hour Superiority	1.72	1.43	Half-Hour Superiority	3.83	1.50
Not discussed but in tests	Two-Hour Superiority	6.46	1.98	Half-Hour Superiority	19.37	3.07
Discussed, not in tests	Half-Hour Superiority	5.21	1.73	Two-Hour Superiority	1.94	.604
Discussed and in tests	Half-Hour Superiority	1.00	.23	Two-Hour Superiority	31.57	7.11

same in the long and the short sessions or different, in all but one instance the low ability thirds of the classes do better work in the two-hour sessions. For the students of the higher third of ability the case is rather the reverse, at least in five out of eight cases the learning is greater (but not clearly significant) for the half-hour sessions. In only one case does the higher third show a significant superiority for the two-hour session and this may be due to the difference in difficulty of questions for the two groups. Considering the same questions for the two lengths of period the high third does slightly more learning in half-hour session under all but one situation, that of inclusion of points in inter-term tests.

CONCLUSIONS

1. A combination of discussion and motivating tests aids the student 60 per cent more in his learning than just reading and answering questions as in work-book exercises.

2. The two-hour period provided more time for class exercises and resulted in about 18 per cent more learning than the half-hour period.

3. The class exercises of the longer periods proved to be of greater learning value to students of low ability. Pupils of high ability do about as well in the one period as in the other so far as the present experimental arrangement discloses.

V. THE KANSAS CITY, MISSOURI EXPERIMENT

On the basis of visitation by a member of the Committee on March 9, 1934, the Committee appointed by the North Central Association to supervise the experiment at the Northeast High School of Kansas City, Missouri, submits the following report:

The purpose of this experiment was described in the original action of the North Central Association as "embracing the relationship between the secondary school and junior college curriculum." The authorization further stated "that the technical standards having to do with units and hours of credit may be disregarded but that academic achievement represented by such units and hours of credit will in all respects be maintained."

The experiment got under way in September, 1930, after a year had been spent in preparation. It is therefore, now in its fourth year. In general, with the conspicuous exception of constructive changes in the first year of the curriculum in English, the experiment

has thus far largely limited itself to the preparation in a period of three years of students who have completed the sophomore year in high school for entrance to the junior year of the college or university through the elimination of duplicated work commonly found within this period.

Seventy-eight students were graduated in June, 1933, as the first class to complete this new program. Forty of these students had completed a terminal course in secretarial training. Of the remaining 38, 24 entered junior colleges and universities in the fall of 1933. Fourteen of these 24 made higher average grades during the first semester of their college or university work than they had secured during their three years in the experimental group at Northeast High School. Ten of the 24 made lower grades. These and other data suggest that in respect to the saving of time the experiment is likely to prove successful. It is recommended, however, that supervision by the North Central

Association be continued for another five-year period¹ before final approval is given.

The experiment has not yet fully satisfied all members of the administrative and teaching group who are connected with it with regard to the possibilities of reorganizing the materials of instruction and making increasingly effective the work of this three-year period. Because of this dissatisfaction, the hope was definitely expressed by members of the local group that this recommendation of continued supervision and delayed final approval would be adopted by the North Central Association because of the stimulus and assistance which this would give to further efforts of the

¹ It was voted to continue the supervising committee for one year.

administrative and faculty group to improve the curriculum.

It is suggested that the recommendation made herein be understood to involve continuation, for the present at least, of annual reports of the standing in colleges and universities of all students who have gone on to these institutions from the experimental school, together with such other materials as will enable the Committee to assist in stimulating curriculum reorganization which seems essential to the complete success of the experiment in keeping with the freedom granted by the original action of the North Central Association.

CHARLES H. JUDD, *Chairman*

L. V. KOOS

T. E. BENNER

VI. LITTLE ROCK JUNIOR COLLEGE EXPERIMENT¹

Little Rock Junior College last April requested the privilege of conducting an educational experiment, for such time as the commissions will grant, of permitting certain students who are not high school graduates to carry first year, or freshman work, in Little Rock Junior College. It was proposed that this work be undertaken upon the following conditions:

1. The students selected for the experiment must have completed twelve or more and fewer than fifteen units of high school work.
2. The last eight of these twelve or more units presented by the students selected for the experiment must have been earned in the tenth and eleventh grades of the Little Rock High School.
3. The students selected for the experiment must have an academic record which places them in the highest quarter of the whole junior class when the work of the tenth and eleventh grades completed in the Little Rock High School is considered.
4. In the selection of students for the experiment consideration will also be given to intelli-

gence ratings as shown on the permanent record cards of all high school pupils.

This request was approved by the Commission on Higher Institutions in April, 1933, and was subsequently also approved by the Commission on Secondary Schools. As yet, however, only one member of the supervising committee has been duly appointed.

The initial steps in the inauguration of this experiment were undertaken in September, 1933. By request, and in accordance with instructions, I visited Little Rock Junior College twice last fall. One of these visits was on August 28 and the other on November 18.

The Little Rock Senior High School enrolls approximately 600 pupils in its eleventh grade and there are about 250 students in the freshman year of the Junior College. Arrangements have been made for the continuous collection of information regarding the outcome of the experiment. The authorities are deeply interested in the project and there is every reason to believe that the

¹ Made by a Joint Committee representing the Higher and Secondary Commissions.—THE EDITOR.

experiment will be intelligently conducted and the results rigidly scrutinized.

COMPOSITION OF EXPERIMENTAL GROUP

Forty students who had not completed the prescribed courses of the senior year of the high school accepted the invitation extended to them in September to enroll as freshmen in Junior College. Several others who were eligible were

The median age of this group in September was 16.8 years. The group included thirteen boys and twenty-seven girls, of which one boy and twelve girls were members of the National Honor Society.

DESIGNATION OF CONTROL GROUP

As an objective basis for evaluating the relative success of the experimental group, a control group of forty-four students was selected at random from the

TABLE I
SCORES MADE BY EXPERIMENTAL AND CONTROL GROUPS ON
INITIAL STANDARD TESTS, OCTOBER 1933

Name of Test	Student Group	Number Taking Test	Median	Mean	S.D.
Henmon-Nelson Test of Mental Ability	Experimental	39	54.2	52.3	9.9
	Control	44	45.0	46.2	10.6
Purdue Placement Test in English	Experimental	40	158.7	157.8	23.6
	Control	43	148.5	146.1	25.3
Iowa Algebra Aptitude Test	Experimental	24	76.5	75.2	10.6
	Control	16	62.5	64.7	15.3
Iowa Placement Chemistry Aptitude Test	Experimental	10	47.0	46.0	16.0
	Control	16	47.5	44.4	16.3
Iowa Placement Foreign Language Aptitude Test	Experimental	13	121.0	118.1	12.5
	Control	20	113.5	110.5	12.8

invited to do so but preferred to remain in the Senior High School and complete the requirements for their diplomas.

The total number of additional high school units this group of forty pupils would have been required to take to receive their diplomas was 144, or an average of 3.6 units per pupil. These unit deficiencies were distributed chiefly among the following subject matter fields:

English	39 units
Languages	25 units
Social Science	20 units
Mathematics	16 units
Science	15 units
Commercial Subjects	13 units

college freshmen who were carrying a standard load, excluding those who belonged to the experimental group. The median age of this group in September was 18.5 years. This group included twenty-five boys and nineteen girls, of which eight boys and nine girls were members of the National Honor Society.

SCORES MADE BY EXPERIMENTAL AND CONTROL GROUPS ON INITIAL STANDARD TESTS

The following standard tests were administered early in October to all freshmen in the Junior College, including the experimental group:

Henman-Nelson Test of Mental Ability for College Students, Form A.

Purdue Placement Test in English for Colleges and Senior High Schools, Form A.

A short time later these additional tests were also used in a few of the freshmen recitation sections:

Iowa Algebra Aptitude Test, Form A

Iowa Placement Chemistry Aptitude Test, Form A

Iowa Placement Foreign Language Aptitude Test, Revised Form A

group was 158 and the median score of the control group was 148 while the 50-percentile for college freshmen on this test is 129.

Since the experimental group was a highly select group on the basis of native ability and educational attainment a superior record on these tests was naturally to be expected. For the purpose of future comparison two equivalent paired groups were formed. Twenty-two students from the experimental group were

TABLE II
SCORES MADE BY EQUIVALENT PAIRED GROUPS ON INITIAL STANDARD TESTS, OCTOBER 1933

Name of Test	Student Group	Number Taking Test	Median	Mean	S.D.
Henmon-Nelson Test of Mental Ability	Experimental	22	54.0	51.3	10.0
	Control	22	54.0	51.7	10.1
Purdue Placement Test in English	Experimental	22	159.0	155.2	25.8
	Control	22	153.5	154.3	24.6
Iowa Algebra Aptitude Test	Experimental	13	74.0	75.3	7.6
	Control	9	71.0	71.9	12.0
Iowa Placement Chemistry Aptitude Test	Experimental	6	51.0	46.2	17.8
	Control	6	40.0	42.5	15.2
Iowa Placement Foreign Language Aptitude Test	Experimental	7	123.0	123.1	4.1
	Control	12	113.5	114.5	9.5

On all of these tests as shown in Table I, with the possible exception of the Chemistry Aptitude Test, the experimental group made significantly higher scores than the control group. Furthermore, on all of the tests, excepting the Chemistry Aptitude Test, both groups surpassed the norms as published by the authors. On the mental ability test the median score of the experimental group was a little above 54 and the median score of the control group was 45 while the 50-percentile for college freshmen on this test is 44. On the Purdue English test the median score of the experimental

paired with twenty-two students from the control group on the basis of their scores on the mental ability test and on the Purdue English test, giving a weighting of four to the scores on the mental ability test. Table II indicates that two equivalent paired groups, twenty-two in each group, have thus been constituted which are highly comparable, both on the basis of ability and variability or range.

For these paired groups the median chronological age of the experimental group in September was 16.3 years and for the control group it was 17.6 years.

SCHOLARSHIP MARKS OF EXPERIMENTAL
AND CONTROL GROUPS DURING FIRST
SEMESTER 1933-34

During the first semester the grade point average¹ of the experimental group was appreciably higher than that of the control group and also higher than the general freshman average. According to Table III the grade point average of all

the data for the equivalent paired groups, as given in Table IV, where the factor of superior native ability has been practically eliminated. According to this table, the experimental group excelled in English, Economics, French, Chemistry, and Voice or Diction while the control group excelled in College Algebra, History, and Zoology.

On all subjects pursued by these

TABLE III
GRADE POINT AVERAGE SCHOLARSHIP MARKS FOR ALL GROUPS FOR FIRST
SEMESTER, 1933-34

College Subject	All Freshmen	Experimental Group	Control Group
English	1.04	1.32	1.00
Algebra	1.16	1.57	1.26
Trigonometry	1.07	1.90	1.00
History	1.47	1.68	1.29
Economics	1.70	2.00	1.50
Economic Resources97	1.29	.86
French	1.70	2.44	2.08
German	1.14	1.33	1.25
Spanish	1.25	1.38	1.00
Chemistry	1.11	1.33	1.14
Zoology	1.46	2.00	2.00
Botany	1.00	1.29	1.00
Art	1.16	1.50	2.00
Mechanical Drawing ...	1.77	1.33	2.30
Theory and Harmony ..	1.85	2.00	1.00
Voice and Diction	1.77	2.00	1.92
All Freshman Work* ...	1.35	1.61	1.36

* Some subjects in which the enrollment was relatively small and not mentioned specifically above are included here.

freshmen was 1.35, for the control group it was 1.36, and for the experimental group it was 1.61.

One student assigned to the experimental group and three originally designated for the control group withdrew from college during the semester.

Because the experimental group was a select group, a higher grade point average was no doubt anticipated. A more valid basis for determining the relative ability of these students to do college work may be found by an analysis of

equivalent paired groups during the first semester the experimental students with an average load of 15.3 semester hours made a grade point average of 1.56. The control students with an average load of 15.4 semester hours made a grade point average of 1.59.

The evidence thus far does not indicate that the experimental group suffered any appreciable handicap in their college work by skipping the senior year of their high school course.

RECOMMENDATIONS

It is recommended that these comparisons of the scholastic success of the

¹ Weighted average computed by using the following values for semester marks: A = 3, B = 2, C = 1, D = 0, F = -1.

TABLE IV
GRADE POINT AVERAGE SCHOLARSHIP MARKS FOR EQUIVALENT PAIRED GROUPS
FOR FIRST SEMESTER, 1933-34.

College Subject	Student Group	Number	Grade Point Average	Semester Marks by Percentages				
				A	B	C	D	F
English 131	Experimental	22	1.22	4.6	22.7	63.6	9.0	
	Control	22	1.18	4.6	22.7	59.1	13.6	
College Algebra 131	Experimental	13	1.53	23.1	23.1	53.8		
	Control	10	1.70	10.0	50.0	40.0		
History 131	Experimental	16	1.62	18.8	31.3	43.8	6.3	
	Control	9	1.66	11.1	44.4	44.4		
Economics 131	Experimental	5	2.00	40.0	20.0	40.0		
	Control	12	1.83	25.0	33.3	41.7		
French 131	Experimental	6	2.66	66.6	33.3			
	Control	8	2.12	37.5	37.5	25.0		
Chemistry 151	Experimental	5	1.40		40.0	60.0		
	Control	5	1.00	20.0	60.0			2.00
Zoology 141	Experimental	4	1.33		33.3	66.6		
	Control	8	1.87	25.0	37.5	37.5		
Voice and Diction 131	Experimental	7	2.00	14.3	71.4	14.3		
	Control	5	1.80		80.0	20.0		

experimental group and of the control group be continued. It is further recommended that another experimental group be admitted to the junior college next September and that a somewhat more

extended form of equivalent pairings be devised in order that the effect, if any, of skipping certain subject matter fields in the high school can be determined.

H. G. HOTZ, *Chairman*

VII. THE TULSA EXPERIMENT¹

For the information of those who have not familiarized themselves with the Tulsa experiment, I shall make a brief restatement of the purpose and plan.

In general, the purpose of the experiment is to give every pupil in the Tulsa school system twelve years of the best possible educational opportunity. For every pupil the school offers six years educational opportunity in the elementary school, six years opportunity in the high school, periodic measurement of accomplishment and achievement, and a continuance of educational opportunities according to accomplishment and chron-

ological age; or, in order to state it in another way, it is intended to give every student an opportunity to work up to the full measure of his capacity in academic classes at the level to which he can successfully progress.

This plan involves, of course, first class building and equipment for all schools, thoroughly qualified and experienced teachers, close supervision, an accurate system of pupil accounting, a revised course of study—designed especially for pupils of different ability and attainments—and expert administration.

On the basis of the inspection of the work last year, it is my opinion that all

¹ Made by a Joint Committee representing the Higher and Secondary Commissions.—THE EDITOR.

these essentials are adequately provided, and that the school has every facility for carrying the experiment through.

As may be seen, this experiment is intended to provide opportunity for the better students to work up to their capacity throughout the entire twelve years. It is confidently believed that it will be possible for many students to acquire in twelve years of school attendance the general education now resulting from thirteen or fourteen years of school attendance. This saving of time would make it possible for them to allot a correspondingly longer period of time to professional education.

The following quotation from a letter from Superintendent Prunty under date of April 10, 1934, shows the present status of the experiment.

This is not a plan for graduating college preparatory students from high school one or two years younger. On the contrary, it is a plan designed to provide rapid progress through general education without the social disadvantage of early high school graduation and college entrance. Since the plan will require eventually that the colleges accept the freshman and sophomore college credit work done by these students during their eleven or twelve years, we are asking for North Central Association supervision, in the hope that the member colleges will eventually be willing to regularly accept such students with advance standing on the basis of their individual record with us.

The plan is for a selected group from the upper twenty-five per cent, selected at the end of the third grade, to do the six years' work of the elementary school in five years, and to do the six years' work of the secondary school period in five years, thus freeing the last two years for freshman and sophomore college work.

Our records show that the achievement level of this upper quartile as they enter the seventh grade ranges from an approximate of one year to two and one-half years above their grade placement. As they enter the ninth grade, it ranges from one and one-half years to a point beyond which norms are established for the student achievement test. The problem is not

to discover whether they can do work of a higher grade level or not, as it is quite evident from our records that they can do so. The problem is, rather, to provide for them to do it, and to arrange for the advantageous use of the time thus saved.

In September, 1933, six groups from four junior high schools were organized to participate in this experiment. A total of 225 seventh grade pupils are involved. These classes are interested in their work and pursue it eagerly. They work with speed and aggressiveness. They are individualistic and want to excel. We therefore played down the competitive element in school work and in marking. Parents and the community are interested and approve wholeheartedly the spirit and plan of the undertaking.

Plans for This Spring and Fall.—This spring we are preparing to launch our elementary school group next fall. We shall identify this spring the upper twenty-five per cent in the third grade level, and shall plan for this group to do the work of grades four, five, six, and seven in the next three years. We are now maintaining and expect to continue to maintain very complete records, but we do not expect these records to be a substitute for personal acquaintance and understanding of the pupils.

Provision for shifting from one group to another will always be possible, because each group will have at least a minimum program in all subjects. To prepare for teaching these special groups next year, we expect to arrange for the teachers to devote the month of June on special courses of study work at regular summer session salaries. This will mean that plans for next year will be better formulated in advance than they were last year, as last year this extra course of study work was not possible.

In view of the total situation, I recommend that this experiment be continued, and that the committee be instructed to visit the school and make a complete report of progress at the next meeting of the Association.

Respectfully submitted,

J. D. ELLIFF, *Chairman*

H. G. LULL

H. E. Chandler

TRENDS IN THE DEVELOPMENT OF SECONDARY SCHOOLS

A SUMMARY OF THE ANNUAL REPORTS FROM SECONDARY SCHOOLS

APPROVED BY THE ASSOCIATION FOR 1933-34

H. G. HOTZ

Secretary of the Commission on Secondary Schools

THE data presented in this summary were secured from the 1933-34 annual reports submitted to the Association by 2,504 approved secondary schools enrolling 1,268,956 pupils. To aid in identifying the more significant trends in the development of these schools and in order that valid comparisons may be made, the items included in this summary are on the whole the same as those used as bases of comparison in previous reports. Data on the management and control of athletics is the only additional item included.

Of the 2,523 schools approved by the Association for the school year 1933-34, all but nineteen submitted annual reports. Most of these nineteen schools were for some reason or other compelled to discontinue operation during the year or were compelled to withdraw from the Association. Complete data on all schools approved in April, 1933, are included for nine of the twenty states: Arizona, Colorado, Michigan, Minnesota, Missouri, New Mexico, South Dakota, West Virginia, and Wyoming.

Continuing the policy adopted two years ago, all basic data have again been tabulated according to size of school, using the following four-fold classification:

- 1. Schools enrolling under 200 pupils
- 2. Schools enrolling 200 to 499 pupils
- 3. Schools enrolling 500 to 999 pupils
- 4. Schools enrolling 1000, or more, pupils

The conclusions in this report are in the main based upon four tables in which

the basic data were segregated according to size of schools, as indicated above, and a summary table of all data for all schools by states.¹

SIZE OF SCHOOLS

Over one-third, or 37.2 per cent, of the schools accredited by the Association enrolled fewer than 200 pupils, and nearly three-fourths of them, or 73.2 per cent, enrolled fewer than 500 pupils. These percentages are practically the same as those reported a year ago. Furthermore, for the past three years the number of schools enrolling fewer than 200 pupils and the number enrolling 200 to 499 pupils have remained very nearly equal. The distribution of schools according to size of enrollment is:

Size of School	Number of Schools	Percentage of All Schools
Under 200	933	37.2
200-499	909	36.0
500-999	359	14.7
1000 or over	303	12.1

The percentage distribution of all schools among the four categories according to size and by states is shown in Table 1. In comparison with the other states, it will be seen that North Dakota has relatively the largest percentage of its schools enrolling fewer than 200 pupils, Iowa has the largest percentage of

¹ Space permits the reproduction of only one of these basic tables. Table III, Summary of Data for all Schools by States is included at the end of this report. Copies of the other tables in mimeographed form may be obtained by interested individuals upon request.

its schools enrolling 200 to 499 pupils, Indiana again has the largest percentage of its schools enrolling 500 to 999 pupils and also the largest percentage enrolling 1000 or more pupils.

TYPE OF ORGANIZATION

Of the 2,504 high schools, 773, or nearly 31 per cent, are reorganized high schools; that is, high schools which due to a reorganization of administrative units are no longer parts of a system having an elementary school of seven or eight years in length followed by a four-year high school. A year ago this percentage was 30. For the United States as a whole for the school year 1929-30, the percentage of schools reorganized on the senior high school level¹ was a little over 19.

Concerning the dominant type of reorganization, the evidence seems to in-

¹ F. T. Spaulding and O. I. Frederick, "The Junior High School Movement in the Year 1930," *School Review*, XLI (January, 1933), 23.

dicate that the undivided six-year high school is growing in favor. The trend in this direction appears to be quite significant, particularly among the smaller schools.

The percentage distribution of three-year senior high schools and of the five- and six-year high schools according to size of enrollment is:

Size of School	Percentage of Three-Year Senior High Schools	Percentage of Five- and Six-Year High Schools
Under 200	19.5	41.7
200-499	26.0	36.1
500-999	25.8	14.0
1000 or over	28.7	8.2
TOTAL	100.0	100.0

These data indicate that over half of the three-year senior high schools enroll 500 or more pupils, while over three-fourths of the five- and six-year undivided high schools enroll less than 500 pupils in their upper three or four grades.

Minnesota has relatively the largest number of three-year senior high

TABLE I
PERCENTAGE OF SCHOOLS OF VARIOUS SIZES BY STATES

State	Percentage of Schools Enrolling			
	Under 200	200-499	500-999	1000 or over
Arizona	53	32	10	5
Arkansas	61	29	9	1
Colorado	53	31	7	9
Illinois	37	31	13	19
Indiana	18	32	29	21
Iowa	32	48	13	7
Kansas	48	36	13	3
Michigan	25	39	16	20
Minnesota	26	44	18	12
Missouri	40	35	11	14
Montana	39	31	19	11
Nebraska	58	31	7	4
New Mexico	54	40	3	3
North Dakota	77	16	6	1
Ohio	28	36	16	20
Oklahoma	32	46	17	5
South Dakota	60	31	7	2
West Virginia	31	46	17	6
Wisconsin	15	45	22	18
Wyoming	37	47	13	3

schools, and Arkansas has relatively the largest number of undivided six-year high schools.

ENROLLMENT

The enrollment in the North Central Association high schools in October, 1933, was 1,268,956 as compared with 1,240,781 in October, 1932. Nearly one-half of this high school population, 48.8 per cent, is attending schools enrolling 1000 or more pupils. Although nearly three-fourths of the schools enroll less than 500 pupils, only 32 per cent of the entire enrollment is to be found in these schools. The distribution of the total enrollment according to size of school is:

Size of School	Enrollment	Percentage of Total Enrollment
Under 200 ..	120,563	9.5
200-499	282,111	22.3
500-999	246,499	19.4
1000 or over	619,783	48.8
TOTAL	1,268,956	100.0

Grade Distribution. The distribution of the enrollment by grades indicates a rather consistent improvement in the holding power of North Central high schools.

Each succeeding year shows a slight decrease in the percentage of the total enrollment reported for the ninth grade. This relative decrease in ninth grade enrollment is, however, no doubt due chiefly to the fact that increasingly more of the larger high schools are reporting enrollments for the upper three grades only.

On the basis of the total enrollment in the three upper, or senior high school, grades the grade distribution shows a small relative gain in the senior and post-graduate years. Approximately 38 per cent of the total senior high school population is enrolled in the tenth grade, 32 per cent in the eleventh grade and

nearly 30 per cent in the twelfth grade and post-graduate year. Two years ago these percentages were respectively 41, 32, and 27. From the viewpoint of the size of the school, the holding power on the senior high school level again appears to be strongest in the case of the smaller schools. The percentage distribution of total enrollments in the senior high school grades by grades and according to size of school is:

SIZE OF SCHOOL	PERCENTAGE OF TOTAL ENROLLMENT			
	Grade 10	Grade 11	Grade 12	Graduates and Specials
Under 200 ...	35.4	32.2	29.5	2.8
200-499	36.6	32.1	28.6	2.7
500-999	37.7	32.0	28.1	2.6
1000 or over .	40.7	31.5	25.8	2.0

Average Enrollment per School. The average enrollment per school now is 507 as compared with 506 a year ago. The average enrollment in Illinois is 760; in North Dakota it is only 184.

GRADUATES

During the year 1933 North Central Association high schools graduated 244,468 pupils. This was an increase of 19,780 over the previous year. The percentage of pupils graduated in 1933, based upon the enrollments for 1933-34, varied from 26.4 in Arkansas to 16.4 in Illinois. Very little significance can be attached to this comparison, however, because a relatively large number of the high schools in Arkansas report their enrollments for the last three years only, while in Illinois the large majority of the schools report on the upper four years.

Sex. There is still a preponderance of girl graduates. A significant fact to be noted, however, is that during the past four years for which data are available there has been a consistent relative increase in the number of boy graduates.

Comparisons based upon the size of school again indicate that those schools

enrolling less than 200 pupils turn out the highest percentage of graduates. Data compiled a year ago revealed that these schools also turned out the highest percentage of boy graduates. The more recent data, however, show that the schools enrolling 500 to 999 pupils slightly excel in this respect. The percentages of graduates according to sex and size of school are:

Size of School	PERCENTAGES OF GRADUATES	
	Boys	Girls
Under 200	9.6	11.5
200-499	9.2	11.0
500-999	9.7	10.9
1000 or over	9.5	10.2

WEEKS IN THE SCHOOL YEAR

During the school year 1933-34 only 577 of the 2,504 schools reporting planned to maintain a school year of more than 36 weeks. This is only 23 per cent as compared with 29 per cent during 1932-33 and 38 per cent during 1929-30. A little over 51 per cent of the schools enrolling 1000 or more pupils maintain a school year of more than 36 weeks while only 14 per cent of the schools enrolling less than 200 pupils have a school year of more than 36 weeks. These percentages a year ago were 64 and 15, respectively. The distribution of the percentages of the schools maintaining less than 36 weeks and of those maintaining more than 36 weeks segregated according to size of school are:

Size of School	Weeks in School Year		
	36-	36	36+
Under 200	3.0	83.4	13.6
200-499	4.6	74.9	20.5
500-999	4.0	66.3	29.7
1000 or over	4.6	43.9	51.5
All Schools	3.8	73.1	23.0

Ninety-seven schools reported that it was very doubtful whether they would be able to maintain a nine months' term

during 1933-34. A year ago this number was 43 and five years ago it was only 14. The 97 schools which in 1933-34 could not assure a nine months' term were located in eight different states, and 57 of these were located in one state. According to the regulations of the Association, schools which for two consecutive years maintain school terms of less than nine months must be warned.

MINUTES IN THE CLASS PERIOD

During the school year 1933-34 there were 897 schools, or nearly 36 per cent, operating on schedules with class periods of 55 or more minutes. During the previous year 34 per cent of the schools were organized on the basis of a lengthened class period, three years ago this percentage was 29, and seven years ago it was only 24. West Virginia, Oklahoma, and Wyoming, in the order named, again lead in this movement to improve upon traditional methods of instruction.

The percentage of schools operating with a lengthened class period of 55 or more minutes distributed according to size of school was:

Size of School	Percentage of Schools Having Class Periods of 55 or more Minutes	
Under 200	24	
200-499	42	
500-999	55	
1000 or over ...	33	
	—	
All Schools ..	36	

Evidently the schools enrolling 500 to 999 pupils use the lengthened class period most extensively. Data collected over a period of years also show that the lengthened class period is growing in popular favor most rapidly among this type of schools.

Two schools were in 1933-34 operating with a class period of less than 40 minutes. This constitutes a violation of one of the standards of the Association.

PUPIL LOAD

The percentage of pupils permitted to carry more than four units for credit was 20.3. A year ago this percentage was 24. A little over 7 per cent of the pupils were permitted to carry five or more units for credit. This percentage has remained fairly constant for several years.

In general, the larger schools permit a much larger percentage of their pupils to carry more than the normal load.

The distribution of percentages of total enrollment permitted to carry more than the normal load arranged according to size of school was:

Size of School	PERCENTAGE OF TOTAL ENROLLMENT PERMITTED TO CARRY FOR CREDIT	
	More than Four Units	Five or more Units
Under 200	16.2	6.4
200-499	17.5	6.5
500-999	21.5	7.5
1000 or over	22.6	6.7
All Schools	20.3	7.1

TEACHERS

The total number of full- and part-time teachers employed in 1933-34 was 50,043. This is an increase of 84 teachers over the previous year. The full-time equivalency of these full- and part-time teachers was 43,000, an increase of only eleven teachers over the previous year. Two years ago the increase in full-time teachers was 600.

As indicated above, the increased enrollment in 1933-34 was 28,175 pupils, while the increase in the teaching staff was equivalent to only eleven full-time teachers. This discrepancy accounts for the large increase in teacher load noted further in this summary.

Number of New Teachers. The turnover in the teaching staff in 1933-34 was relatively very small. A total of 3370 new teachers of academic subjects and 1091 new teachers of vocational subjects

were employed. This is slightly less than nine per cent of the total number of teachers in North Central Association high schools. A year ago this percentage was a little over nine, two years ago it was 14, and prior to that time it usually was approximately 22.

As expected, the teaching staff in the largest high schools is much more stable than it is in the smaller schools. The percentages of new teachers in the various types of high schools according to size of enrollment were:

Size of School	Percentage of New Teachers
Under 200	17
200-499	12
500-999	8
1000 or over ...	4
All Schools ...	9

Qualifications of New Teachers. Of the 3370 new teachers of academic subjects 77, or a little over two per cent, did not possess a recognized college degree or did not have 15 semester hours in education. A year ago this percentage was three. The standards of the Association specify that all new teachers of academic subjects must have taken work equivalent to graduation from a senior college belonging to the Association and must have a minimum of 15 semester hours of professional training. This standard is most frequently violated by the smaller schools.

New teachers of academic subjects are also required under the standards of the Association to have a specified number of hours of college preparation in the subjects taught. In 1933-34 there were 133 teachers, or nearly four per cent of the new teachers of academic subjects, who did not have adequate college preparation in the subjects they were teaching. A year ago this percentage was a little over three. In the violation of this standard all schools regard-

less of size appeared to be equally guilty.

Of the 1091 new teachers of non-academic subjects 264, or 24 per cent, did not possess a college degree or else did not have 15 semester hours in education. A year ago this percentage was 28 and two years ago it was 33.

TEACHING LOAD

All of the data on teaching load continue to reveal an alarmingly large increase in teaching schedules.

Pupil-Teacher Ratio. The Association recommends that the pupil-teacher ratio based upon average enrollment should not exceed 25, and Standard 8 specifies that this ratio shall not exceed 30. During the past two years, however, the Association has made special provision whereby certain schools may claim an exemption from this standard by submitting documentary proof of financial inability to employ more teachers. This action in part accounts for the large number of schools which were operated on a pupil-teacher ratio in excess of 30.

In 1933-34 there were 267 schools with a pupil-teacher ratio of more than 30. A year ago this number was 164, and four years ago it was only 13. Naturally, the largest schools are experiencing the greatest difficulty in operating their schools upon a normal pupil-teacher ratio basis. The percentages of schools of the various types having excessive pupil-teacher ratios distributed according to size of enrollment were:

SIZE OF SCHOOL	PERCENTAGE OF SCHOOLS WITH PUPIL-TEACHER RATIOS OF	
	26-30	More than 30
Under 200	9.2	.2
200-499	29.7	8.0
500-999	47.9	18.7
1000 or over	48.2	35.6
All Schools	22.5	10.7

Number of Classes Taught Daily. In 1933-34 there were 1323 teachers, or nearly three per cent of all teachers,

teaching more than six classes per day. A year ago the number of teachers with more than six classes per day was 882, and two years ago it was only 599. Here also the largest schools have relatively the largest number of teachers with more than six classes per day.

Pupil Recitations per Teacher. There were 11,825 teachers, or 24 per cent of all teachers, teaching more than 160 pupil recitations per day. A year ago this percentage was 21, and four years ago it was only 10. Thirty-nine per cent of the teachers in schools enrolling 1000 or more pupils had more than 160 pupil recitations per day. A year ago this percentage was 36.

NUMBER OF SCHOOLS EMPLOYING LIBRARIANS

The progress noted a year ago regarding the employment of school librarians has been reversed. In 1933-34 thirty-three per cent of the schools employed full-time librarians, 54 per cent employed part-time teacher-librarians, and 13 per cent employed no librarian. A year ago these percentages were 38, 54, and 8, respectively. In Minnesota and Wisconsin all of the schools employed either a full-time librarian or a part-time teacher-librarian. In Minnesota 57 per cent of the schools employed full-time librarians.

A little over 90 per cent of the schools enrolling 1000 or more pupils had full-time librarians; there are, however, 13 schools in this group that employed no librarian. The percentages of the schools in each group that employed no librarian were:

Size of School	Percentage of Schools Employing no Librarian
Under 200	17.6
200-499	12.0
500-999	6.4
1000 or over	4.3
All Schools ...	12.5

CURRICULUM OFFERINGS

The question "What subjects, if any, have been dropped from your program of studies during the past year?" was again inserted in the 1933-34 annual report forms. An analysis of the returns on this question indicates that foreign languages, commercial subjects, home economics, and industrial arts, in the order named, suffered most in the current movement to curtail subject matter offerings in North Central Association high schools. The distribution of subjects dropped given by subject matter fields and by states is shown in Table II.

The specific subjects most frequently mentioned were:

Subject	Number of Schools Dropping Subject
Home Economics	138
Latin	111
French	90
Spanish	76
Stenography	59
Manual Training	57
Bookkeeping	55
Agriculture	51
Advanced Algebra	45
Physical Education	45
Music	44

In the data published a year ago, ten of the eleven subjects listed above were also included in the list of eleven subjects dropped most frequently during 1932-33. Advanced algebra, which appears in the 1934 list but not in the 1933 list, was dropped by 45 schools. Art, which appears in the 1933 list but not in the 1934 list, was dropped in 38 schools. Home economics and Latin appear at the head of both lists of subjects most frequently dropped.

The three subjects most frequently dropped distributed according to size of school were:

Size of School	Subjects	Number of Schools Dropping Subject
Under 200	Home Economics	59
	Latin	51
	Stenography	40
200-499	Home Economics	64
	Latin	53
	Manual Training	34
500-999	Spanish	14
	Home Economics	9
	Latin	11
1000 or over	French	12
	Spanish	8
	Junior Business Training	7

ATHLETICS

The Association has in recent years sought to foster clean, wholesome, and worthwhile forms of athletics as an extra-curricular activity.

Regulation 5 of the Commission on Secondary Schools specifies that "no school will be accredited whose program of interscholastic athletics is not in accord with the standards of the Association." It is noted in the 1933-34 annual reports that there were 20 schools under discipline for violating regulations of state athletic associations, however only two schools were warned and one school was advised by the Association for a violation of this regulation. Schools enrolling 200 to 499 pupils violated this regulation most frequently.

Standard 10 prescribes that "no school shall participate in any national or interstate athletic meet or tournament not approved by the state athletic association." Four schools during the past year violated this standard, and yet none of these schools were warned or advised for a violation of this standard. The schools enrolling less than 200 pupils violated this standard most frequently.

TABLE II
NUMBER AND KINDS OF COURSES DROPPED FROM THE PROGRAMS OF STUDIES DURING THE PAST YEAR

SUBJECTS DROPPED	FREQUENCY OF SUBJECTS DROPPED, BY STATES																				TOTAL
	Ariz.	Ark.	Colo.	Ill.	Ind.	Iowa	Kans.	Mich.	Minn.	Mo.	Mont.	Neb.	N. Mex.	N. Dak.	Ohio	Okla.	S. Dak.	W. Va.	Wis.	Wyo.	
<i>Mathematics</i>																					
General Mathematics					1		1	1	1						3			2			
First Year Algebra							1		1					1					1		
Advanced Algebra	1	1	5	4	1	4	7	2	1	2	1	4	1	1		1	3	1	1	1	
Plane Geometry							1					1									
Solid Geometry	1					3	7			2	1	1			2	1	5	1		1	
Trigonometry				1	1			2		2						1	1				
Arithmetic (Academic)				1								1					1		3		
<i>English</i>																					
Journalism					3		8	7				2			1	2	1		1		
Public Speaking			1		2	1	7	8	1	2	1	1	1		5	3	1	1			
Debating	1		2				4	1				2					1				
Dramatics			3				4	3		2		2						1	2		
Bible							4														
English IV	1			1			6									1					
Contemporary Lit.							1								1						
American Lit.																					
<i>Social Studies</i>																					
Occupations				1				1													
Community Civics				2	1									2		1	1				
Ancient History				5			2	4	2							2					
Medieval and Modern History	1			3			2	3	1									3	1		
World History	1			1			1	1					1		1	2			1		
American Problems	1			1						1											
Government																					
Economics				3		3	2	1							3	2		1			
Sociology				1	1	1	2	1		1					1	2			1		
European History																					
English History			1										1				1				
International Relations				2			1									2					
<i>Science</i>																					
Physical Geography				2	1	1	1			3	1				2	2					
High School Geography						1															
Physiology and Hygiene				1		1	3			2						1					
General Science		1		4		2			2	1				1	1	1		1			
Botany						1	1					1									
Zoology						1															
Biology				3	3	3	5	1	3	2			1	1	3	2			1		
Physics	1	1	1	3			3														

TABLE III
SUMMARY OF THE 1933-34 ANNUAL REPORTS OF SECONDARY SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

STATE	No. of Schools	TYPE OF SCHOOL					ENROLLMENTS										GRADUATES	
							Number Enrolled	In Schools Reporting on Upper		By GRADES					Graduates and Specials	Average age per School	Number Graduated	Percentage of Total Enrollments
		3-yr.	4-yr.	5-yr.	6-yr.	Ninth		Tenth	Eleventh	Twelfth								
											3 yrs.	4 yrs.						
1. Arizona.....	38	3	30	1	4	13818	1850	11068	3770	3025	3038	2620	465	364	2320	8.2	8.6	
2. Arkansas.....	69	13	60	3	36	16069	9933	6136	1724	1507	4736	4089	113	333	4240	12.0	14.4	
3. Colorado.....	99	15	68	2	14	39999	12347	23632	7127	11394	9101	7687	790	304	7565	9.9	11.2	
4. Illinois.....	362	10	338	3	11	275046	12934	265092	82039	78474	87774	52116	3923	760	43999	8.0	8.4	
5. Indiana.....	115	6	78	1	30	83278	10503	72775	21987	23935	19127	15516	1713	724	13509	9.5	9.1	
6. Iowa.....	154	24	119	4	7	58486	18544	39942	10972	17695	15500	13802	517	380	12925	10.0	12.1	
7. Kansas.....	176	21	130	1	25	55355	18735	36630	9756	17997	14648	13349	1305	315	11731	10.0	11.2	
8. Michigan.....	214	53	101	7	53	143350	68081	74269	19990	48200	38353	32051	3756	665	26992	9.0	10.0	
9. Minnesota.....	116	38	64	1	14	60943	32773	22670	6122	26863	17858	14609	1791	525	14093	10.3	12.8	
10. Missouri.....	130	17	91	1	21	65341	17659	47682	14133	18838	17431	14323	616	503	13710	10.0	10.9	
11. Montana.....	36	1	34	1	1	16574	513	16661	4810	4505	3627	3221	411	450	2804	7.8	9.1	
12. Nebraska.....	133	25	106	1	1	40202	7829	32373	9024	11043	10273	9100	702	331	8809	9.7	11.7	
13. New Mexico.....	35	3	31	1	1	9286	2231	7035	2049	1745	2275	1942	275	265	1628	8.4	9.1	
14. North Dakota.....	70	10	56	2	2	12886	3830	9056	2554	3608	3336	3197	191	184	2593	9.1	13.6	
15. Ohio.....	310	39	162	1	108	191936	57434	134502	36446	62342	49719	40194	3235	619	35993	8.9	9.4	
16. Oklahoma.....	109	28	73	8	8	42690	20214	22476	6706	13694	11440	9987	863	392	8764	9.6	10.9	
17. South Dakota.....	75	5	70	1	36	17674	2065	15609	4422	4864	4344	3820	224	236	7731	8.9	12.2	
18. West Virginia.....	100	16	48	3	36	39725	13308	26417	8286	12337	16171	8326	605	397	7691	9.3	10.1	
19. Wisconsin.....	133	20	90	3	20	81897	21338	59759	15705	24302	21585	18805	1520	616	17098	10.2	10.5	
20. Wyoming.....	30	2	22	6	6	9401	1015	8386	2336	2418	2260	2002	385	313	1741	8.4	10.1	
TOTAL.....	2504	349	1731	26	398	1268956	339446	929310	26978	387186	317576	270756	23460	AS97	244468	9.4	10.7	
Total 1933.....	2448	360	1707	21	360	1240781	331557	909224	261707	383120	308013	257244	30697	AS06	224688	8.5	10.1	
Total 1931.....	2310	296	1638	24	332	1048395	221612	826783	251350	331753	255356	209936		AS45	184718	7.9	9.9	
Total 1929.....	2167	362	1578	26	194	939172								AS33	158939			
Total 1927.....	2073	300	1591	25	144	833431								AS42	146770			
Total 1925.....	1966	190	1467	25	105	738089								AS40	109932			

A—Average. In all other cases the median is used.

STATE	Weeks in School Year					Minutes in Class Period				PUPIL LOAD				TEACHERS										
										Percentage of Pupils Carrying Credit Units				Total Full and Part Time	New Academic		New Non-Academic							
															No. De- grees Edu- cated	Less than 15 hrs. Meet								
	36—	36	37	38	38+	40—	54	64	74	4—	4	5	5+											
I. Arizona.....	27	6	4	1	31	7	5.0	76.8	11.7	6.2	3	559	459.4	28	18	18								
2. Arkansas.....	4	65			52	17	4.3	79.3	9.1	6.9	4	680	503.9	70	11	14								
3. Colorado.....	3	59	6	30	1	47	2	5.9	72.8	11.3	9.0	153	1258.7	131	4	39								
4. Illinois.....	159	53	105	45	283	76	3	9.1	71.8	14.7	4.1	10184	9307.0	683	5	121								
5. Indiana.....	13	94	1	7	69	44	2	7.1	48.6	38.7	4.8	3336	2763.5	115	2	67								
6. Iowa.....	136	1	16	1	84	61	9	2.2	84.1	8.2	5.3	2537	2169.3	176	1	55								
7. Kansas.....	171	2	2		78	89	9	4.5	66.3	15.7	13.2	2476	2105.5	215	4	85								
8. Michigan.....	3	130	1	43	37	2	167	44	1	8.0	56.7	5162	4445.0	221	6	78								
9. Minnesota.....	97	1	18		47	69	1	5.4	72.8	13.2	8.1	2588	2250.0	168	3	56								
10. Missouri.....	96	1	13	20	99	31	6.0	74.0	15.7	4.2	1	2657	2415.0	153	2	62								
11. Montana.....	24	3	9		19	17	3.0	75.4	14.2	7.1	3	582	543.2	58	1	35								
12. Nebraska.....	132	1			101	30	1	4.6	59.5	27.2	7.9	1706	1477.2	126	5	11								
13. New Mexico.....	4	30	1		24	11	7.0	81.8	5.0	6.1	1	384	356.0	37	2	23								
14. North Dakota.....	50				60	10	5.8	72.8	10.2	9.3	1.9	544	478.7	73	2	2								
15. Ohio.....	57	182	7	51	254	54	2	4.2	72.9	16.4	5.8	7210	6750.0	442	8	6								
16. Oklahoma.....	12	97			34	66	8	8.2	69.6	13.1	9.0	1690	1363.0	168	1	149								
17. South Dakota.....	68	3	3	1	57	18	2.9	80.3	12.8	3.8	2	773	695.4	63	4	67								
18. West Virginia.....	100				8	92	2.9	81.4	7.6	8.0	1	1665	1487.0	253	3	15								
19. Wisconsin.....	70	8	43	12	6.5	64.5	1	6.3	64.5	21.7	6.7	3385	2223.0	165	2	68								
20. Wyoming.....	23	4	3		11	17	2	3.8	77.4	11.4	7.2	392	350.0	25	1	60								
TOTAL.....	97	1830	98	348	131	2	1605	841	52	4	5.2	72.8	13.2	6.8	3	50043	43400.8	3370	39	38	133	1091	936	982
Total 1933.....	43	1700	117	401	187	6	1618	762	51	9	5.9	70.3	15.7	7.4	.6	49959	43389	3273	35	61	107	1301	1085	1158
Total 1931.....	18	1501	97	435	259	2	1638	668	50	12	4.3	73.4	13.9	6.7	.4	48033	42749	6066	57	93		2676	2143	2419
Total 1929.....	14	1319	189	396	249	3	1604	483	67	10	3.8					44023	49450	6484	57	101		2792	2022	2450
Total 1927.....	19	1482	53	297	221											33776	29413							

STATE	TEACHING LOAD												ATHLETICS						
	No. of Schools With Pupil-Teacher Ratio						No. of Teachers Teaching Pupils per Day						No. of Schools Employing Librarian						
	21—			26 to 30+			4—			4 5 6 6+			No. of Teachers Teaching Pupils per Day		No. of Schools Employing Librarian				
	21—	21	25	26	30	30+	4—	4	5	6	6+	141—	141 to 150	151 to 160	160+	Full Time Librarian	Part-Time Teacher Librarian	Under Discipline by State Ath. Ass'n. Participating in Tournaments not approved by S. A. Ass'n.	
1. Arizona.....	15	18		2	3		103	92	238	111	15	354	53	44	108	8	27	3	
2. Arkansas.....	24	12		24	9		153	76	217	224	10	442	58	49	131	17	47	5	1
3. Colorado.....	36	39		19	5		275	366	690	200	2	835	180	300	218	18	63	18	
4. Illinois.....	161	98		70	33		1792	1772	3121	3018	481	5338	800	784	3272	131	188	43	
5. Indiana.....	22	43		38	12		520	372	1364	1003	77	1967	392	293	684	55	52	2	
6. Iowa.....	48	62		35	9		640	432	1165	284	16	1815	253	173	296	35	96	23	
7. Kansas.....	86	47		34	9		451	366	1253	384	22	1729	208	156	383	53	105	18	1
8. Michigan.....	39	51		70	54		835	631	2206	1365	145	2426	593	411	1322	92	95	27	
9. Minnesota.....	46	42		25	3		473	546	1226	311	32	1751	257	199	381	66	50	5	
10. Missouri.....	48	39		30	13		593	466	1193	476	19	1294	318	288	757	60	61	9	
11. Montana.....	4	10		15	7		61	92	366	56	7	349	102	59	72	10	19	7	
12. Nebraska.....	49	42		37	5		399	326	576	316	179	1213	170	122	201	15	44	74	
13. New Mexico.....	11	13		8	3		61	86	213	29	1	308	31	23	22	8	24	3	1
14. North Dakota.....	22	24		14	10		105	141	223	74	1	429	27	25	63	3	53	14	
15. Ohio.....	69	78		110	53		1100	1095	2695	2073	247	3553	767	719	2171	123	166	21	2
16. Oklahoma.....	17	23		46	23		334	202	942	205	7	904	160	157	469	31	68	10	
17. South Dakota.....	25	28		18	4		128	148	355	129	13	605	67	32	68	9	51	15	1
18. West Virginia.....	27	41		29	3		214	150	1201	100	13	1120	225	147	173	44	50	6	1
19. Wisconsin.....	29	55		41	8		560	603	1729	447	46	2159	420	321	485	55	78		
20. Wyoming.....	8	12		9	1		79	55	208	47	3	259	55	29	49	10	14	6	
TOTAL	786	777		674	267		8676	8011	21181	10852	1323	28841	5046	4331	11825	843	1351	310	4
Total 1933.....	840	827		617	164		9206	8514	22705	8652	882	30301	5047	4284	10327	835	1318	295	
Total 1931.....	1207	770		306	27		8594	9076	22450	6292	507	33435	4788	3101	5741	853	1208	298	
Total 1929.....	1161	773		222	13		7371	8443	20269	5836	416	31908	3552	2585	4422				

Eighty-five schools had 20 or more basketball games on their regular 1933-34 schedule. Thirty-seven of these schools were located in one state.

The Association recommends that no interscholastic athletic contest played at night be scheduled on a night preceding a school day. During the athletic season for 1933-34 there were 990 schools, or nearly two schools out of every five, that did not fully observe this recommendation in the scheduling of their basketball games; and there were 177 schools, or one school out of every 14, that did not fully observe this recommendation in the scheduling of their football games. In the non-observance of this recommendation the smaller schools were the greatest offenders.

SUMMARY

Evidences of desirable trends in the development of North Central Association high schools in 1933-34 were:

1. An unusually high percentage of schools indicated their desire to continue their affiliation with the Association by submitting their annual reports. Of the 2,523 schools approved a year ago, all but 19 schools submitted data included in this report. This percentage is the highest on record.

2. The total enrollment has increased. The enrollment in these high schools in 1933-34 was 1,268,956; the enrollment in 1932-33 was 1,240,781.

3. The enrollment per school has increased. The average enrollment per school was 507 pupils. Nearly 49 per cent of the total high school population was attending schools enrolling 1000 or more pupils, and less than 10 per cent schools enrolling less than 200 pupils.

4. The number of reorganized high schools has increased. Of the 2,504 North Central high schools 773, or nearly 31 per cent, were this past year reorganized high schools.

5. A larger percentage of the total enrollment in the upper three, or senior high school, grades was found in the senior and post-graduate years. Approximately 30 per cent of the total senior high school population was in 1933-34 enrolled for twelfth grade and post-graduate work. A year ago this percentage was 29, and two years ago it was 27.

6. The percentage of graduates based upon the total enrollment has increased. For the school year 1932-33 this percentage was 20.1; for 1931-32 this percentage was 18.6.

7. A larger percentage of boys graduated from high school. Although the percentage of boys who graduate is still a little lower than the percentage of girls who graduate, this percentage has shown a consistent relative increase for boys during the past four years.

8. The qualifications of teachers have improved. The teacher turn-over this past year was a little less than nine per cent. A year ago this percentage was over nine per cent, and two years ago it was 14 per cent. Seventy-seven of the new teachers of academic subjects, or a little over two per cent, did not possess a college degree or did not have 15 semester hours in education. Last year this percentage was three. Of the 1091 new teachers of non-academic subjects 264, or 24 per cent, did not possess a college degree or else did not have 15 semester hours in education. Last year this percentage was 28.

9. The number of minutes in the class period has been increased. Nearly 36 per cent of the schools were this past year operating with a class period of 55 or more minutes. Last year this percentage was 34. Two schools were this past year operating with class periods of less than 40 minutes. Last year there were six.

10. The pupil load has been reduced.

A little over 20 per cent of the pupils were permitted to carry more than four units for credit. A year ago this percentage was 24.

Items which reflected undesirable trends in 1933-34 were:

1. The length of the school year has been shortened. In 1933-34, only 23 per cent of the schools maintained a school year of more than 36 weeks. A year ago this percentage was 29, and five years ago it was 38. Ninety-seven schools reported that it was very doubtful whether they would be able to maintain a nine months' term. A year ago this number was 23, and five years ago it was 14. Forty-nine of the schools on the approved list for the past two consecutive years conducted a school term of less than nine months.

2. All data on teacher load revealed an unusually large increase in teaching schedules. The increase in teaching staff for the year was equivalent to only 11 full-time teachers while the increase in enrollment was nearly 30,000. This past year 267 schools had a pupil-teacher ratio of more than 30. A year ago this number was 164, and four years ago it was only 13. This past year 1323 teachers were teaching more than six classes per day. Last year this number was 882. Nearly 24 per cent of the teachers had over 160 pupil recitations per day; a year ago this percentage was 21; and four years ago it was only 10.

3. The number of schools which did not employ a librarian has increased.

Three hundred ten schools did not employ a full-time librarian nor a part-time teacher-librarian in 1933-34. A year ago this number was 295. Only 34 per cent of the schools employed full-time librarians as contrasted with 38 per cent a year ago.

4. New teachers were not as well prepared for their specific teaching fields. Nearly four per cent of the new teachers of academic subjects did not have adequate college preparation in the subjects they were teaching. Last year this percentage was a little over three.

5. Almost twice as many courses or subjects were reported as having been dropped from programs of studies in 1933-34 as compared with the reports of a year ago. Foreign languages, commercial work, home economics, and industrial arts, in the order named, suffered most in the current movement to curtail subject matter offerings in North Central Association high schools.

6. Twenty schools were under discipline for violating regulations of state athletic associations, and four schools had during the year participated in tournaments not approved by state athletic associations.

7. Eighty-five, or nearly four per cent, of the schools had 20 or more basketball games on their schedule in 1933-34. Over seven per cent of the schools scheduled football games on nights preceding school days, and 40 per cent scheduled basketball games on nights preceding school days.